DOCUMENT RESUME

ED 125 459 HE 008 032

TITLE	The University of North Carolina Board of Governors. Long-Range Planning 1976-1981.
INSTITUTION	North Carolina Univ., Chapel Hill.
PUB DATE	76
NOTE	739p.
AVAILABLE FROM	The Photographic Services Department, Wilson Library, The University of North Carolina, Chapel Hill, North Carolina 27514 ($10.00, microfilm)
EDRS PRICE	MF-$1.33 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Administrative Organization; Community Colleges; *Educational Development; Educational Finance; Educational Objectives; Enrollment; *Enrollment Trends; *Higher Education; Instruction; Junior Colleges; Private Colleges; Professional Education; Program Planning; Research; *State Boards of Education; State Colleges; State Universities; *Statewide Planning; Tables (Data)
IDENTIFIERS	Multicampus Systems; *North Carolina

ABSTRACT

In 1971 legislation, the General Assembly of the State of North Carolina provided that a major function of the Board of Governors of the University of North Carolina should be to plan for the future of higher education. Major sections of their report on planning cover: (1) a review of higher education in the State of North Carolina; (2) constraints, assumptions, and projections affecting planning; (3) goals, tasks, and objectives; and (4) instruction, research, and public service. Topics covered involve: organization and administration; enrollments; state and private, two-year and four-year institutions, and professional schools; state characteristics; tuition; student financial aid; educational access; program planning; and educational facilities. (KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125459

THE UNIVERSITY OF NORTH CAROLINA
BOARD OF GOVERNORS

LONG-RANGE PLANNING
1976-1981

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE008032

1976

THE UNIVERSITY OF NORTH CAROLINA

BOARD OF GOVERNORS

LONG-RANGE PLANNING, 1976-81

Adopted by

The Board of Governors

April 2, 1976

BOARD OF GOVERNORS

THE UNIVERSITY OF NORTH CAROLINA

William A. Dees, Jr., Goldsboro
Chairman

T. Worth Coltrane, Asheboro
Vice Chairman

Louis T. Randolph, Washington
Secretary

Members

Irwin Belk
Charlotte

Victor S. Bryant
Durham

Hugh Cannon
Raleigh

Philip G. Carson
Asheville

Julius Chambers
Charlotte

Wayne A. Corpening
Winston-Salem

Dr. Hugh Daniel, Jr.
Waynesville

Jacob H. Froelich, Jr.
High Point

Daniel C. Gunter, Jr.
Gastonia

George Watts Hill
Durham

Luther H. Hodges, Jr.
Charlotte

Mrs. Howard Holderness
Greensboro

Dr. Wallace Hyde
Asheville

William A. Johnson
Lillington

John R. Jordan, Jr.
Raleigh

Robert B. Jordan, III
Mount Gilead

Mrs. John L. McCain
Wilson

Reginald McCoy
Laurinburg

Mrs. Hugh Morton
Linville

J. Aaron Prevost
Hazelwood

J. J. Sansom, Jr.
Raleigh

Harley F. Shuford, Jr.
Hickory

Maceo A. Sloan
Durham

Dr. E. B. Turner
Lumberton

David J. Whichard, II
Greenville

Thomas J. White, Jr.
Kinston

Mrs. George D. Wilson
Fayetteville

George M. Wood
Camden

THE UNIVERSITY OF NORTH CAROLINA
Board of Governors

April 2, 1976

The Governor of North Carolina
The President of the Senate
The Speaker of the House of Representatives
The Members of the Advisory Budget Commission

Gentlemen:

I transmit to you, and through you to the members of the General Assembly and other appropriate State officials, the long-range plan for higher education in North Carolina, which has been prepared as one of the legislatively-established functions of the Board of Governors of The University of North Carolina.

The Board of Governors views this as the initial and imperfect edition of the plan which annually will be revised, improved, and projected forward, so that the State at all times will have a plan for higher education extending several years into the future.

The members of the Board and the President of The University and his staff are available to help you and all others who, in the course of their official duties, must give attention to the future of higher education in North Carolina. This plan has been prepared to help all of us, working together, to anticipate and provide for that future.

Respectfully yours,

William A. Dees, Jr.

William A. Dees, Jr.
Chairman

THE UNIVERSITY OF NORTH CAROLINA *is comprised of the sixteen public senior institutions in North Carolina*

TABLE OF CONTENTS

VOLUME ONE: THE PLAN

Letter of transmittal,
Chairman to Governor et al. i

Table of Contents iii

List of tables and figures in text xv

List of tables and figures in appendix xvi

ONE. Introduction

- A. The necessity and scope of planning 1
  - 1. Statutory provisions 1
  - 2. The governance function in relation to planning 3
  - 3. Planning authority of Board of Governors 4
  - 4. Limitations of planning 10
- B. Preparation of this plan 13
- C. Scope of the long-range plan 18
  - 1. Subject-matter coverage 18
  - 2. Time span 21

TWO. HIGHER EDUCATION IN NORTH CAROLINA, 1976

A. An overview 23

B. The University of North Carolina 31

  1. Development to 1972 31

  2. Current organization of The University of North Carolina 38

    a. Board of Governors 38

      (1) Composition 38

      (2) Functions 40

      (3) Code 45

      (4) Organization and operation of the Board 46

    b. General Administration 48

      (1) Structure 48

      (2) Functions 52

    c. Constituent institutions 57

      (1) Structure 57

      (2) Functions 59

  3. Activities of The University since 1972 62

    a. Effectuation of reorganization 62

    b. Budget and finance 65

    c. Special planning activities 68

    d. Other activities 70

  4. Enrollments: recent trends and current status . . . 71

    a. Growth, 1900-1975 71

    b. Current enrollment generally 72

    c. Current enrollment in The University 77

5. Contributions of The University 79

6. The resources of The University 87

  a. Human resources 87

    (1) Students 87

    (2) Faculty and administrative staff 88

  b. Libraries 100

  c. Specialized research programs 102

  d. Special service activities 106

  e. Information resources 110

  f. Budget 113

    (1) Introduction 113

    (2) Financial policies 114

    (3) The current operations budget 120

    (4) The capital improvements budget 123

    (5) The budget process 125

  g. Student financial assistance 133

C. Community College System 135

1. Development to 1976 135

2. Role of the Community College System 138

3. Organization 140

  a. The State Board of Education 141

  b. The Community College Advisory Council 142

  c. Controller 143

  d. Department of Community Colleges 144

  e. Local boards of trustees 145

  f. Institutions 146

4. Educational programs 147
    a. Curriculum programs 148
    b. Extension programs 151
5. Enrollments 152
    a. Enrollment growth 152
    b. Nature of the enrollment 153
6. Contributions of college transfer programs 154
7. Financial support and resources 155
D. Private colleges and universities 157
1. Introduction 157
2. Enrollment trends 159
3. Academic programs and degrees conferred 163
4. State aid to the private sector 166

THREE. Constraints, Assumptions, and Projections Affecting Planning for Higher Education

A. Introduction 173

B. Factors external to The University 175

C. Population of North Carolina: characteristics and trends 178

D. College enrollment projections 184

  1. The enrollment projection process 184

    a. Introduction 184

    b. Definition of terms 188

  2. Demographic trends 190

  3. College-going rates 192

    a. High school graduation trends 192

    b. College-going rates 193

  4. Enrollment trends 195

  5. Statewide projections to 1980 196

    a. North Carolina resident projections 196

    b. Non-resident projections 199

    c. Total projections, 1975-80 200

  6. Institutional projections 201

  7. Summary 203

E. Organization of and responsibility distribution within higher education 206

  1. The University of North Carolina 206

    a. Governance, structure, and organization . . . 206

    b. Number of constituent institutions 208

    c. Enrollments 210

    d. Programs 211

2. Community College System 213

3. Private institutions 216

F. Financing higher education 219

G. Federally-established legal imperatives 221

H. State oversight of The University of North Carolina 228

FOUR. GOALS, TASKS, AND OBJECTIVES

A. The goals of public higher education in North Carolina 235
  1. The constitutional and statutory mandates for higher education 235
    a. The University of North Carolina 236
    b. The Community College System 237
  2. The goals of public higher education 238
B. Extend the benefits: access to higher education 241
  1. Programs to provide access 242
    a. Low tuition 242
    b. Student financial aid 245
    c. Articulation 247
  2. Measures of access 249
  3. Issues and problems 250
C. Extend the benefits: comprehensiveness of educational programs 253
D. Effectiveness: the quality of higher education and the economical use of resources 256
  1. Measures of effectiveness 257
  2. The economical use of resources 262
E. Special educational goals 263

FIVE. INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

I. Instruction 265
  A. Introduction 265
  B. Definitions 267
    1. Degree levels 267
    2. Degree program classification 268
    3. Degree programs and program tracks 271
  C. Current instructional programs 273
    1. The extent of degree program offerings 273
    2. The distribution of degrees by discipline divisions 280
  D. Instructional program planning 283
    1. Specialization and duplication: characteristics and patterns 284
      a. Restraints on new program activity, 1970-75 285
      b. General patterns of program specialization and duplication 288
      c. Some special factors in program duplication 292
        (1) Education 292
        (2) Racial duality 296
    2. Instructional planning studies, 1972-75 299
      a. Library improvement program 300
      b. Statewide plan for medical education 302
      c. Nursing education 305
      d. Veterinary medical education 307

e. Legal education 309

f. Programs for teachers of exceptional children 310

g. Institutional five-year plans 311

3. General policies for program planning 313

a. New program resources 313

b. Policies for existing degree programs 316

c. Planning for new programs 318

4. Program policies and priorities 325

a. Undergraduate education 325

b. First professional education 328

c. Graduate education: master's and sixth-year programs 329

d. Graduate education: doctoral programs 333

5. Special instructional planning studies in progress 335

a. Programs in health and allied health professions 336

b. Educational and administrative computing resources and needs 338

c. The study of the five predominantly black institutions 341

E. Extension credit instruction 342

1. Definition 342

2. The scope of extension instruction 343

3. Special problems 346

4. Policies for extension credit instruction 348

II. Research 351
    A. Introduction 351
    B. Definitions 353
        1. General 353
        2. Departmental research 354
        3. Organized research 355
    C. Research institutes and centers 359
    D. Research planning 365
        1. General policies 366
        2. Research administration 367

III. Public Service 369
    A. Definitions 369
    B. Extension services 370
        1. General extension services 371
        2. Special extension services 372
    C. Public broadcasting 374
    D. Patient care and health care support services 376
    E. General public service activities 379
    F. Planning for public service programs 380

IV. Academic Program Plan 383
    Appalachian State University 386
    East Carolina University 396
    Elizabeth City State University 406
    Fayetteville State University 413
    North Carolina Agricultural and Technical State University 421

North Carolina Central University 432

North Carolina School of the Arts 442

North Carolina State University at Raleigh 448

Pembroke State University 461

The University of North Carolina at Asheville 469

The University of North Carolina at Chapel Hill 479

The University of North Carolina at Charlotte 494

The University of North Carolina at Greensboro 503

The University of North Carolina at Wilmington 514

Western Carolina University 521

Winston-Salem State University 532

SIX. FUTURE PLANNING AND PROGRAM REVIEW

A. Introduction 539

B. Objectives 540

C. Information resources 542

D. Long-range planning: schedule and content 546

  1. Amendment of the academic program plan: sequence and frequency 547

  2. Establishment of new programs 550

  3. Review of existing programs 553

E. Other areas of planning 557

F. Conclusion 558

LIST OF TABLES AND FIGURES IN TEXT

Table 2-1 Institutions of Higher Education in North Carolina, 1976 26

Figure II-1 North Carolina Institutions with Collegiate Programs, Fall 1975 28

Figure II-2 Student Enrollment in North Carolina Public Colleges and Universities by Residence Status, Fall 1975 75

Figure II-3 Student Enrollment in North Carolina Private Colleges and Universities by Residence Status, Fall 1975 76

Table 2-2 Education and Median Total Income in 1974 -- Persons 25 Years Old and Over 82

Table 2-3 Faculties of the Constituent Institutions of The University of North Carolina by Rank 90

Table 2-4 Student-Faculty Ratios in The University of North Carolina, 1975-76 93

Table 2-5 Percentage of Faculty of The University of North Carolina Holding Degree Indicated, Fall 1975 96

Table 2-6 Academic Salary Increase and Inflation Rates Compared, 1971-72 to 1975-76 98

Table 2-7 State Allocations Made to Private Colleges and Grants Awarded by Private Colleges to Needy North Carolina Resident Undergraduates, 1972-73 to 1975-76 171

Table 4-1 Student Financial Aid, 1974-75 245

Table 5-1 Number of Constituent Institutions Offering Degree Programs at Level of Bachelor's, Master's, Intermediate, First Professional, and Doctor's 275

Table 5-2 Percentage of Degrees Conferred, 1974-75, Public and Private Institutions 279

Table 5-3 Percentage of Degrees Conferred, 1974-75, Constituent Institutions of The University of North Carolina 279

LIST OF TABLES AND FIGURES IN APPENDIX

Table A-2-1 Institutional Characteristics of North Carolina Colleges and Universities, 1975-76 561

Table A-2-2 Applications, Acceptances, and Enrollees of First-Time Students by Level in The University of North Carolina by Institution, Fall 1975 564

Table A-2-3 Undergraduate Transfers to North Carolina Colleges and Universities, Fall 1966 to Fall 1975 565

Table A-2-4 Enrollment by Major Field of Study in The University of North Carolina, Fall 1975 566

Table A-2-5 Geographic Origin of Undergraduate Students in North Carolina Colleges and Universities by Institution, Fall 1975 567

Table A-2-6 Enrollment by Type of Housing in The University of North Carolina, Fall 1975 570

Table A-2-7 Registrations in Degree Credit Extension in The University of North Carolina by Institution and Discipline, 1974-75 571

Table A-2-8 Registrations in Nondegree Extension in The University of North Carolina by Institution and Discipline, 1974-75 572

Table A-2-9 Registrations in Noncredit Extension in The University of North Carolina by Institution and Discipline, 1974-75 573

Table A-2-10 Full-Time and Part-Time Employees by Employment Category and Institution in The University of North Carolina, Fall 1975 574

Table A-2-11 Library Operating Expenditures in North Carolina Colleges and Universities, 1974-75 575

Table A-2-12 Library Resources in North Carolina Colleges and Universities by Institution, Fall 1975 578

Table A-2-13 Financial Assistance to Students by Category of Aid and Institution in The University of North Carolina, Fall 1975 581

Table A-2-14 Appalachian State University, Current Operations, 1974-75, Financial Summary 583

Table A-2-15 East Carolina University, Current Operations, 1974-75, Financial Summary 584

Table A-2-16 Elizabeth City State University, Current Operations, 1974-75, Financial Summary 585

Table A-2-17 Fayetteville State University, Current Operations, 1974-75, Financial Summary 586

Table A-2-18 North Carolina Agricultural and Technical State University, Current Operations, 1974-75, Financial Summary 587

Table A-2-19 North Carolina Central University, Current Operations, 1974-75, Financial Summary 588

Table A-2-20 North Carolina School of the Arts, Current Operations, 1974-75, Financial Summary 589

Table A-2-21 North Carolina State University at Raleigh, Current Operations, 1974-75, Financial Summary 590

Table A-2-22 Pembroke State University, Current Operations, 1974-75, Financial Summary 591

Table A-2-23 The University of North Carolina at Asheville, Current Operations, 1974-75, Financial Summary 592

Table A-2-24 The University of North Carolina at Chapel Hill, Current Operations, 1974-75, Financial Summary 593

Table A-2-25 The University of North Carolina at Charlotte, Current Operations, 1974-75, Financial Summary 594

Table A-2-26 The University of North Carolina at Greensboro, Current Operations, 1974-75, Financial Summary 595

Table A-2-27 The University of North Carolina at Wilmington, Current Operations, 1974-75, Financial Summary 596

Table A-2-28 Western Carolina University, Current Operations, 1974-75, Financial Summary 597

Table A-2-29 Winston-Salem State University, Current Operations, 1974-75, Financial Summary 598

Table A-2-30 General Administration, Current Operations, 1974-75, Financial Summary 599

Table A-2-31 North Carolina Memorial Hospital, Current Operations, 1974-75, Financial Summary 600

Table A-2-32 The University of North Carolina, Capital Improvements, General Fund Appropriations . . . 601

Table A-2-33 The University of North Carolina, Capital Improvements Allocations, 1973 602

Table A-2-34 The University of North Carolina, Capital Improvements Allocations, 1974 605

Table A-2-35 The University of North Carolina, Capital Improvements Allocations, 1975 608

Table A-2-36 The University of North Carolina, Capital Improvements Allocations, 1976 610

Table A-2-37 The University of North Carolina, Capital Improvements Bond Issue, 1975 611

Table A-2-38 Headcount Enrollment in North Carolina Community Colleges and Technical Institutes, Fall 1975 . . 612

Table A-2-39 Degree and Terminal Occupational Programs Offered by the Private Colleges and Universities in North Carolina, 1973-74 613

Table A-3-1 North Carolina and United States Population Trends and Projections by Age, 1960-80 618

Table A-3-2 North Carolina Population by Residence and Color, 1960-70 619

Table A-3-3 State of Birth Data Showing Long-Term Migration Trends, United States Native Population to and from State, by Color - North Carolina, 1870-1970 620

Table A-3-4 Per Capita Personal Income - United States, The South, North Carolina, 1955-74 621

Table A-3-5 Median 1969 Family Income by Education, Age, and Sex of Head - United States and North Carolina, 1970 622

Table A-3-6 Percentage of Population Age 25 and Over with Four or More Years of College Education, by Race, Sex, and Residence - United States and North Carolina, 1940-70 623

Table A-3-7 Percentage of North Carolina Resident Students Enrolled in North Carolina Institutions, by Age, Fall 1975 624

Table A-3-8 North Carolina College-Age Populations 18 to 21 and 18 to 23; 1965-80 625

Table A-3-9 Actual and Projected High School Graduates, 1968-75 Actual, and 1976-85 Projected 626

Table A-3-10 Comparison of North Carolina and National First-Time College Enrollment as a Percentage of High School Graduates 627

Table A-3-11 Comparison of North Carolina and National Ratios of In-State Enrollment to Six-Year Cumulative High School Graduates, 1968-1975 628

Table A-3-12 Enrollment Trends in North Carolina Public and Private Colleges and Universities, 1900-1975 629

Table A-3-13 Distribution and Percentage Increase of Entering Freshmen in North Carolina Colleges and Universities 630

Table A-3-14 Fall Headcount Enrollment by Residence Status and Level of Instruction in North Carolina Colleges and Universities, 1965-75 631

Table A-3-15 Enrollment Trends by Sex, Full-Time and Part-Time Status, North Carolina Colleges and Universities, Fall 1967 - Fall 1975 632

Table A-3-16 Number of Students in North Carolina Colleges and Universities and Percentage Change by Institution, 1965-1975 633

Table A-3-17 Public and Private In-State (N.C. Resident) Headcount Enrollment Projections, North Carolina Colleges and Universities, 1976-1980 636

Table A-3-18 Total Headcount Enrollment Projections, North Carolina Colleges and Universities, 1976-1980 637

Table A-3-19 Enrollment Projections by Level of Instruction and Residence Status, 1975-76 638

Table A-3-20 Enrollment Projections by Level of Instruction and Residence Status, 1976-77 639

Table A-3-21 Enrollment Projections by Level of Instruction and Residence Status, 1977-78 640

Table A-3-22 Enrollment Projections by Level of Instruction and Residence Status, 1978-79 641

Table A-3-23 Enrollment Projections by Level of Instruction and Residence Status, 1979-80 642

Table A-3-24 Enrollment Projections by Level of Instruction and Residence Status, 1980-81 643

Table A-3-25 Summary of University of North Carolina Average Annual FTE Enrollments, 1974, 1975, and Projections to 1980 644

Table A-5-1 Bachelor's Degrees Conferred Between July 1, 1970 and June 30, 1974 646

Table A-5-2 Bachelor's Degrees Conferred at North Carolina Colleges and Universities, 1974-75 647

Table A-5-3 Master's Degrees Conferred by North Carolina Colleges and Universities, July 1, 1970 - June 30, 1974 648

Table A-5-4 Master's Degrees Conferred by North Carolina Colleges and Universities, 1974-75 649

Table A-5-5 Doctor's Degrees Conferred by North Carolina Colleges and Universities, July 1, 1970 - June 30, 1974 650

Table A-5-6 Doctor's Degrees Conferred by North Carolina Colleges and Universities, 1974-75 651

Table A-5-7 First Professional Degrees Conferred by North Carolina Universities, July 1, 1970 - June 30, 1974 652

Table A-5-8 First Professional Degrees Conferred by North Carolina Universities, 1974-75 653

Table A-5-9 Instructional Program Inventory and Development Schedule 654

Figure A-V-1 Degrees Conferred by Constituent Institutions of the University of North Carolina, 1974-75: Agriculture and Natural Resources . . 666

Figure A-V-2 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Architecture and Environmental Design 667

Figure A-V-3 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Area Studies 668

Figure A-V-4 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Biological Sciences 669

Figure A-V-5 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Business and Management 670

Figure A-V-6 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Communications 671

Figure A-V-7 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Computer and Information Sciences 672

Figure A-V-8 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Education 673

Figure A-V-9 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Engineering 674

Figure A-V-10 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Fine and Applied Arts 675

Figure A-V-11 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Foreign Languages 676

Figure A-V-12 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Health Professions 677

Figure A-V-13 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Home Economics 678

Figure A-V-14 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Law 679

Figure A-V-15 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Letters 680

Figure A-V-16 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Library Science 681

Figure A-V-17 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Mathematics 682

Figure A-V-18 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Physical Sciences 683

Figure A-V-19 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Psychology 684

Figure A-V-20 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Public Affairs and Services 685

Figure A-V-21 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Social Sciences 686

Figure A-V-22 Degrees Conferred by Constituent Institutions of The University of North Carolina, 1974-75: Interdisciplinary Studies 687

Figure A-V-23 Degrees Conferred from June 1, 1974, to July 30, 1975: Elizabeth City State University 688

Figure A-V-24 Degrees Conferred from June 1, 1974, to July 30, 1975: Fayetteville State University 689

Figure A-V-25 Degrees Conferred from June 1, 1974, to July 30, 1975: Pembroke State University 690

Figure A-V-26 Degrees Conferred from June 1, 1974, to July 30, 1975: University of North Carolina at Asheville 691

Figure A-V-27 Degrees Conferred from June 1, 1974, to July 30, 1975: University of North Carolina at Wilmington 692

Figure A-V-28 Degrees Conferred from June 1, 1974, to July 30, 1975: Winston-Salem State University 693

Figure A-V-29 Degrees Conferred from June 1, 1974, to July 30, 1975: Appalachian State University 694

Figure A-V-30 Degrees Conferred from June 1, 1974, to July 30, 1975: East Carolina University 695

Figure A-V-31 Degrees Conferred from June 1, 1974, to July 30, 1975: North Carolina Agricultural and Technical State University 696

Figure A-V-32 Degrees Conferred from June 1, 1974, to July 30, 1975: North Carolina Central University 697

Figure A-V-33 Degrees Conferred from June 1, 1974, to July 30, 1975: University of North Carolina at Charlotte 698

Figure A-V-34 Degrees Conferred from June 1, 1974, to July 30, 1975: Western Carolina University 699

Figure A-V-35 Degrees Conferred from June 1, 1974, to July 30, 1975: North Carolina State University at Raleigh 700

Figure A-V-36 Degrees Conferred from June 1, 1974, to July 30, 1975: University of North Carolina at Chapel Hill 701

Figure A-V-37 Degrees Conferred from June 1, 1974, to July 30, 1975: University of North Carolina at Greensboro 702

Figure A-V-38 Degrees Conferred from June 1, 1974, to July 30, 1975: North Carolina School of the Arts 703

Table A-5-10 Summary of Programs Approved by the Board of Governors for Constituent Institutions of The University of North Carolina by Program Area and Level Since July 1, 1972 . . . 704

Table A-5-11 Summary of Programs Approved by the Board of Governors for Constituent Institutions of The University of North Carolina by Institution and Level Since July 1, 1972 705

Table A-5-12 Inventory of Programs Offered Below the Baccalaureate Level 706

Appendix A-6-1 Degree Program Development Procedures 707

CHAPTER ONE

INTRODUCTION

A. The Necessity and Scope of Planning

1. Statutory Provisions

In the 1971 legislation reorganizing public senior higher education, the General Assembly provided that a major function of the Board of Governors of The University of North Carolina[1] should be to plan for the future of higher education in this State. The statement of purpose in that legislation reads:

> In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of the State's resources, the University of North Carolina is hereby redefined in accordance with the provisions of this Article [G.S. 116-1]

In the section defining broadly the powers and duties of the Board of Governors, the opening provision reads:

> The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, . . . and to this end it shall maintain close liaison with the State

---

[1] Throughout this plan, the term "The University of North Carolina" or "The University" means the institution chartered by the General Assembly in 1789 and now provided for in the Constitution of North Carolina, Article IX, Sections 8-10, and G.S. 116-1 *et seq.* Literally, the statute (G.S. 116-3) declares that the

> Board of Governors of the University of North Carolina shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

The University of North Carolina so defined by legislative action now comprises 16 constituent institutions. [G.S. 116-4] Those institutions are referred to herein individually by their statutorily-prescribed names and collectively as "constituent institutions" or "institutions."

> Board of Education, the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the institutions. [G.S. 116-11(1)]

Other provisions of the Reorganization Act carry less specific implications of planning responsibility and authority.

These provisions were in part an outgrowth of the need, expressed often in the public debate that led to the reorganization legislation of 1971, for more comprehensive planning and more effective coordination of the programs and activities of the public senior institutions.

2. The Governance Function in Relation to Planning

The statutory language vesting planning authority in the Board of Governors derives special meaning from the fact that the same act gives the Board extensive powers to govern the 16 public senior institutions of higher education. The Board of Higher Education (1955-72) long had had planning authority, but its coordinating power did not give sufficient weight to its plans. Recognition was given in the 1971 legislative provision (quoted above) both to the governance role and to its necessary complement, the planning role. These two functions were necessarily conjoined, for planning without the authority to require adherence to the plan is likely to be ineffectual, and governing (including the making of policy and budgetary decisions) without the guidance of thoughtful planning is likely to be worse. Thus, the responsible execution of its governing duties would have forced the Board of Governors to take on the planning role with respect to the 16 constituent institutions, even if it had not been expressly conferred on it by legislation. To a governing board, planning is a continuous, integral, and essential feature of its activities, not a distinct and separate rite that it performs at distant intervals.

3. Planning Authority of the Board of Governors

Preliminary to setting forth a plan for higher education in North Carolina, it is appropriate that the Board of Governors articulate its conception of the extent and limits of its planning authority and distinguish between its coordinating authority and its governing authority under the law.

The express planning authority of the Board of Governors is:

a. To plan incident to developing "a coordinated system of higher education in North Carolina." [G.S. 116-11(1)]

b. "[I]n consultation with representatives of the State Board of Education and of the private colleges and universities, [to] . . . prepare and from time to time revise a long-range plan for a coordinated system of higher education . . . ." [G.S. 116-11(1)]

The express coordinating authority of the Board of Governors is "to plan and develop a coordinated system of higher education in North Carolina." [G.S. 116-11(1)] Coordination in this context is a function apparently meant to be more authoritative than planning and less authoritative than governing. The statute does not define the verb "coordinate" nor does the statute confine the coordinating role of the Board to the 16 constituent institutions; therefore, the community college institutions and the private institutions are impliedly within the coordinating authority of the Board by reason of the lack of language excluding them. For example, the Board's coordinating authority includes a concern for those instances where the same or very similar higher educational functions are being carried on by two or more institutions in the same sector of higher education, or by two or more institutions in different sectors.

Where it appears to the Board that a change in the plans or programs of the constituent institutions of The University is needed in order to achieve "a well-planned and coordinated system of higher education," the Board has the authority to require it. Where such a change is needed in the community college sector or the private sector, the Board is in position to advise and call for consultation between or among the institutions involved, although as coordinator, it lacks the authority to require conformity to its views by private or community college institutions.

The express governing authority of the Board of Governors extends only and specifically to the 16 constituent institutions. To negate any implication that coverage of the community colleges was intended, the General Assembly inserted in the statute a provision that

> The State Board of Education shall have sole authority to administer and supervise, at the State level, the system of community colleges, technical institutes, and industrial education centers provided in Chapter 115A of the General Statutes, and shall regulate the granting of appropriate awards, two-year degrees, and marks of distinction by those institutions. [G.S. 116-15(d)]

Any implication that the supervisory powers of the Board of Governors might extend to the community college institutions is further countered by the provision of G.S. 116-11(6) that "[t]he Board shall approve the establishment of any new publicly-supported institution above the community college level." The provision vesting in the Board of Governors administrative authority over all "State-wide federal or State programs that provide aid to institutions or students of post-secondary education through a State agency . . . in order to insure that all activities are consonant with the State's long-range plan for higher education" expressly excepts "those [programs] related exclusively to the community college system . . . ." [G.S. 116-11(1)] Thus the General Assembly has made explicit the limitations on the authority of the Board of Governors with respect to the Community College System, and these limitations the Board of Governors accepts and contemplates making no proposal to change.

The control of the Board of Governors over the activities of private institutions extends only to the licensing of those degree-granting institutions created since 1923. (This includes only two private senior colleges, one private junior college, and a small but growing number of proprietary schools; most of the senior and junior colleges trace their legal existence to charters issued before 1923.) Under current statutes, the role of the Board as the dispenser of State aid to private institutions is ministerial and carries no control over the policies and programs of those institutions.

To the extent, then, that planning authority when joined with the governing authority is different from and more extensive than planning authority not associated with governing authority, the Board of Governors has one type or quality of planning authority with respect to the 16 constituent institutions and quite another with respect to the community college institutions and the private institutions. With respect to the 16 constituent institutions of The University, the Board's plans constitute directions to act, authorizations to act, or limitations on their actions. With respect to the community colleges and private institutions, the Board's plans are merely information and advice.

The planning responsibility of the Board of Governors ideally involves the gathering and analysis of information on the needs of the State and of current and prospective students for the kinds of educational and related services that The University should be able to provide; the determination of which of those identified needs should be met by The University or by other institutions and the extent to which they should be met; the determination of the proper role and responsibility of The University and each of its constituent institutions in the service of the State; the determination of the resources required to carry out the programs found to be needed; and in the light of evaluated experience and a review of needs, the adoption and periodic revision of a comprehensive plan in which each of the institutions will be given a well-defined role in conducting the educational activities that collectively constitute the program of The University.

The statute requires that

> [t]he Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, . . . prepare and from time to time revise a long-range plan for a coordinated system of higher education . . . . [G.S. 116-11(1)]

The Board of Governors, consistent with that charge, takes into account the current programs of the private institutions and the community colleges that are realistically available to substantial numbers of North Carolina residents, when determining whether to undertake or expand similar programs in the constituent institutions of The University. The Board of Governors will, moreover, take account of plans that the community colleges and private institutions communicate to the Board.

Yet the Board cannot simply incorporate their plans, unexamined, into its State plan. The independent judgment of the Board must be exercised. Nor may the constituent institutions of The University be consigned to the residual role -- albeit a large one -- of filling in the gaps left in the coverage of the State's educational needs after the private institutions and community colleges have determined what functions they wish to perform. It is the duty of the Board of Governors, in consultation with representatives of the private and community college sectors, to determine needs and project affirmatively the higher educational programs it finds to be required by the State; to indicate which of those programs can best be performed by the constituent institutions of The University, which can best be performed by the community colleges and which by the private institutions, and which should be the responsibility of two or all three sectors; and to set out those decisions in the form of a plan that it communicates to the institutions and revises from time to time in the light of changing circumstances. It is to be hoped that a combination of the consultative processes employed and the logic of the plan evolved will lead to substantial concurrence by the Board of Governors and all of the institutions as to the respective roles of the three principal sectors, and within The University, as to the roles of the constituent institutions. Consultative processes, designed to achieve such concurrence wherever feasible, have been used in the preparation of this plan.

What has been said thus far has not differentiated the Community College System institutions from the private institutions for the purpose of describing the Board of Governors' relationship to them. While in some aspects of their relationships to the Board of Governors these two sectors are alike, in one major respect they are different: The 57 institutions of the Community College System are integral parts of a single, Statewide system, functioning under two State level executives, the State President and the Controller of the State Board of Education, and a State level governing board, the State

Board of Education. This means that in matters of mutual concern to The University of North Carolina and the Community College System, the President and Board of Governors of The University have in that structure authoritative counterparts with which to deal. Furthermore, to facilitate consultation and cooperation between the two sectors, the State President of the Community College System and the President of The University of North Carolina have established a liaison committee to consider and make recommendations to them on matters of mutual interest. The 38 private colleges and universities, in contrast, are subject to no external authority beyond their boards of trustees and (in some cases) their sponsoring religious denominations. While they are all members of the North Carolina Association of Independent Colleges and Universities, membership in that Association is voluntary and its authority is merely persuasive. The impact of this basic difference between the community college sector and the private sector on their relationships with the Board of Governors does not require elaboration here.

In this edition of the long-range plan, the programs of the private institutions and the community colleges are noted but no attempt is made to project plans for those institutions. Limitations of time have made it necessary that first attention be given to planning for the institutions within the Board of Governors' charge. The future will offer opportunities for the Board, working cooperatively with the private institutions and the State Department of Community Colleges, to evolve program and policy recommendations addressed to those sectors of higher education in North Carolina.

4. Limitations of Planning

The effective capacity of the Board of Governors to plan with respect to the 16 constituent institutions of The University of North Carolina is more limited than the foregoing, admittedly idealized description of the Board's planning functions suggests.

First, the forecasting and analytical processes upon which planning decisions are based are inexact. Data, experience, understanding, and capacity to anticipate events external to the institutions and foresee their implications for those institutions are never complete enough to make planning as precise a tool for institutional administrators and governing boards as they need to have in order to discharge fully their duties of wise management. One has only to compare many of the long-range plans for higher education that North Carolina and other states have produced in the past with experience over the life of those plans to recognize their limitations, even with respect to such elementary features as the number of students for whom provision ought to be made in the institutions. Enrollment projections of the early 1960's proved far too low in fact; the resulting optimistic predictions of the late 1960's failed to be supported by actual enrollments; and the consequent pessimistic forecasts of the early 1970's are not being borne out by the generally still-rising enrollments of the mid-1970's.

Second, planning does not proceed in a vacuum. We begin where we are, with the opportunities and limitations our circumstances furnish. In North Carolina, we begin with 16 public senior institutions, 29 private senior and 9 private junior institutions, 17 community colleges, 40 technical institutes that are assuming increasing functional resemblance to the community colleges, one theological seminary, two Bible colleges, and an increasing number of proprietary schools with two-year associate degree-granting authority. Each has its own array of programs, ambitions, constituencies, and objectives. Their programs have developed over time in response to needs as perceived by those who have guided those institutions. In some cases, those needs and the duty to respond to them have been perceived in terms that time has made obsolete, without corresponding change occurring in the institutions. These institutions and their programs represent commitments of resources over which the actual power of redirection is limited. Part of the task of planning is to determine how the best use can be made of the resources realistically available to enable the State to move toward the educational goals projected for it.

Third, plans rapidly become obsolescent. It is not sufficient to adopt a five-year or ten-year plan for The University and attempt to administer it faithfully and unchanged for five or ten years. Institutions of higher education are to a large extent responsive institutions. They are dependent on students, faculty, and supporters who are not subject to command by any external legal authority to attend, serve, or support them. The institutions necessarily are subject to the often unpredictably changing interests and needs of those constituencies, and the efforts of the institutions to channel those constituency interests and perceptions of need are generally beset with difficulty.

However comprehensive and wisely composed the plan might be, external events may overtake it rapidly. (For example, a plan for public higher education in North Carolina written in 1974 would have been posited on a far more optimistic view of the economy of the State and its capacity to finance the growth of higher education than seems realistic early in 1976.)

Therefore, any plan for The University must provide for frequent revision and updating if it is to remain useful to administrators and board members who are to look to it for guidance.

It follows, then, that the chief value of planning is not the production of a compendious reference work wherein the answers to all questions and problems of The University may be found. The value of planning is in the continuous and systematic gathering and analysis of information about the institutions and the society which they exist to serve, and the determination of what the institutions should do and can do to respond appropriately to the needs of that society. In that light, the most important feature of this plan is the provision made in Chapter Six for its annual review, revision, and extension and its more effective relation to the budget processes of The University.

B. Preparation of This Plan

As has been noted earlier, the 1971 legislation incorporating all 16 of the public senior institutions of higher education into The University of North Carolina included a grant to the Board of Governors of The University of comprehensive, long-range planning authority with respect to The University, including the power to authorize new degree programs. Recognizing that it would be inappropriate to authorize new degree programs until there had been time for it at least to begin the work of long-range planning, the Board of Governors in August, 1972, declared a moratorium on the authorization of new degree programs. It lasted from July 1, 1972, when the Board of Governors took office under that name, until the spring of 1974.

In January, 1974, the President established interim procedures for the submission by the Chancellors on behalf of their institutions of proposals for new degree programs which would be within the then-current definitions of function of the proposing institutions. Briefly, these procedures provide that the first step in obtaining authorization for a new degree program is for the Chancellor to submit to the President a request for authorization to plan the program. If the planning authorization is approved by the President and Board of Governors, the institution then develops a full justification of the program and data on prospective enrollments, racial impact, costs and other specified matters of interest to the Board of Governors. On the basis of that justification, the President makes his recommendation to the Board of Governors and the Board takes action on the request for program authorization. (In limited cases not involving new resource commitments, approval can be given to initiate a program without going through the full-scale program planning stage.)

As a result of requests by the institutions made early in 1974 and later, 34 programs were approved for planning by the institutions; of that number, five programs later were authorized, five were withdrawn, and 24 were still undergoing planning when this document was published. In addition, 42 programs were authorized by the Board of Governors for initiation without going through another formal planning stage, since plans for them had been in process at the time the moratorium was established.

Instructions issued to the Chancellors by the President in January, 1974, gave notice of the intention of the President and Board of Governors to develop a long-range, five-year plan for The University and its constituent institutions. The general purposes and objectives of this planning effort were outlined. Each Chancellor was asked to file with the President, not later than October 15, 1974, a draft planning outline for his institution. The anticipated contents of this document were described as follows by the President:

> This institutional planning outline will contain, first, a brief description of new educational activities and academic programs which are presently contemplated [for initiation] over a five-year period [1975-80]. Priorities will be attached to these new activities and programs. These priorities should be related to the existing strengths and resources of the institution; they should indicate what new resources, including physical facilities, will be required for any contemplated new activity or program, or how the institution's resources will be rearranged in the event additional resources are not required. This Planning Outline should also indicate any contemplated termination of activities or programs. Amendments or modifications of this Program Development Planning Outline will be proposed by the Chancellor at appropriate intervals [Administrative Memorandum No. 27, January 29, 1974.]

The President and the Board of Governors reserved the authority to initiate program development planning with respect to particular problems and areas of need which they might identify. [Administrative Memorandum No. 27, January 29, 1974.]

As a part of the general instructions later given the Chancellors to guide them in preparing their institutional five-year plans, the President observed that

> It is apparent that statewide, the number of prospective college students within the traditional age brackets is levelling off and will decline sharply after the early 1980's. It is probable also that the resources the State will have to invest in program growth in the institutions of higher education will be scarcer than in recent years, and the limited prospective growth or (in some cases) the decline in enrollments will reduce the inclination as well as the capacity of the General Assembly to provide funds for significant institutional expansion. [Administrative Memorandum No. 33, April 22, 1974.]

While the five-year institutional plans were in preparation on the campuses, the General Administration staff proceeded with several studies closely related to the five-year planning effort. One product of these studies was the first draft of a very comprehensive Academic Program Inventory, showing for each constituent institution of The University and each discipline specialty every degree program then authorized. This document was published in October, 1974. Another basic study conducted by the General Administration in cooperation with the constituent institutions led to the publication in the spring of 1975 of College Enrollments and Projections in North Carolina, 1975-80. (The periodic updating and republication of both of these documents is anticipated.)

During 1973, 1974, and 1975, long-range planning studies with respect to specific fields of professional study -- medicine, veterinary medicine, nursing, and law -- were made, and the results of these studies are related later in this plan. The consideration of optometric education needs was begun in cooperation with two other states. A plan for strengthening the libraries of all of the institutions was prepared and adopted. Much effort went into the preparation of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems. Thus much work has been going forward that is directly pertinent to planning and contributes to this long-range plan, although undertaken in response to other specific needs.

Pursuant to the President's request, the Chancellors filed their five-year plans in the fall of 1974. These plans varied considerably in their comprehensiveness of detail and in the number of new programs requested. In summary, the Chancellors presented with varying levels of specificity and urgency proposals to create about 300 new degree programs; there was no proposal by them for the discontinuation of any current degree program.

These documents were reviewed by members of the President's staff and, in many instances, further information was requested of the campuses. In a few instances, additional program requests were filed later and some of those earlier filed were withdrawn by the institutions. As will be explained more fully later in this document, an improved mode of classifying these programs was developed by the President's staff.

Copies of the five-year plans of the institutions were made available to members of the Committee on Educational Planning, Policies, and Programs of the Board of Governors. In January, 1975, that Committee held a meeting at which every Chancellor or his representative made a presentation to the Committee of the principal program needs of his institution.

The President's staff prepared a draft of the long-range plan which was reviewed, revised, and tentatively adopted by the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The portions of the plan authorizing the institutions to plan new academic programs and otherwise defining the educational missions of the institutions and setting forth the procedures for future planning and program review then were sent to the Chancellors for their comment. After final review and approval by the Planning Committee, the draft plan was delivered to the Board of Governors, which reviewed and adopted it.

C. Scope of Long-Range Plan

1. Subject-Matter Coverage

Chapter One of the plan is introductory, setting forth the mandate of the Board of Governors to plan and describing how this plan came into being.

Chapter Two is descriptive of higher education in North Carolina -- its development, its current organization, the resources committed to it, and the activities and services being provided by higher education. It covers the community colleges and private institutions as well as the constituent institutions of The University of North Carolina.

Chapter Three sets forth the principal constraints within which and the assumptions and projections upon which this effort to plan for higher education has proceeded.

Chapter Four articulates the mission, goals, and objectives of higher education generally and of The University of North Carolina in particular, and in that light the plan that follows has been formulated.

Chapter Five sets forth the academic program plan: those continuations and alterations in the instructional, research, and extension and public service activities of the constituent institutions of The University that in the judgment of the Board of Governors should take place over the next five years (1976-81) in order for The University to achieve its maximum role of service to the people of North Carolina. In fully-developed form, the program plan and the procedures for its renewal should give attention to all primary activities of The University. The limitations of time have prevented certain aspects of University activity -- chiefly research, extension, and public service -- from receiving the complete treatment here that their importance would justify. While those activities are dealt with here in rather general terms, the completion of studies now in an advanced state will furnish the basis for findings and policy decisions that will be incorporated in special reports and in subsequent editions of the long-range plan.

The principal focus of Chapter Five is on the academic degree program activities of and plans for the constituent institutions. These programs are central to the role and mission of each institution, for they not only authorize the performance by the institution of the activities in which the principal part of its faculty is engaged, but they have a major bearing on the capacity of the institution to mount research, extension, and public service programs as well. Of more than 300 degree programs that the 16 constituent institutions have asked to be authorized at this time to undertake, the Board of Governors in this plan has authorized fewer than 50 for planning. The planning authorizations given by the Board of Governors call upon the institutions to develop sufficiently detailed plans to enable the Board to determine the need for the program, the existing strengths of the institution on which the proposed program will draw, the prospective enrollments in the program, the likely racial impact of the program on the institution proposing to undertake it, and the resource requirements and costs of the program if initiated.

Chapter Five concludes with a descriptive mission statement for each of the 16 constituent institutions, confirming those parts of its present role that are to be retained, authorizing the planning of particular new degree programs where that is found by the Board to be warranted, and offering such further statements as to the role of each institution as seem appropriate.

Chapter Six describes the processes by which all programs will be periodically evaluated and planning will be carried on systematically in the future and related to the budgeting processes of The University.

2. Time Span

This long-range plan covers five years, from July 1, 1976, to June 30, 1981. Given the relatively slow rate of institutional change typical of universities, that may seem not to be truly long-range planning. Yet, as noted earlier, the experience of this and other states in the making and implementation of higher education plans, and the rapid rate of economic and social change directly affecting our institutions of higher education suggest that to attempt to project plans over a longer period would be unwise. We simply cannot see that far ahead with the clarity requisite to sound planning. The experience of the last two years with respect to the State's economy should be instructive on that point.

The relative shortness of the five-year time span of this plan is compensated for, moreover, by the fact that the current intention is that it be revised annually and projected forward by another year, so that the plan will at all times extend four to five years into the future. The procedure and schedule for annual revision of the plan are developed more fully in Chapter Six of the plan. And as is stated more fully elsewhere in this document, the planning process and its maintenance are perhaps more important than the comprehensive planning document that process produces.

CHAPTER TWO

HIGHER EDUCATION IN NORTH CAROLINA, 1976

A. An Overview

Higher education began in North Carolina on February 12, 1795, when young Hinton James arrived in Chapel Hill and enrolled as the first student in the University of North Carolina. That date signified also the opening of the first state university in the United States. One of the first actions of the State of North Carolina after it declared independence in 1776 was to adopt a Constitution which directed in part that "all useful Learning shall be encouraged in one or more Universities." [Constitution of North Carolina, Sec. 41 (1776)] The General Assembly of 1789 responded to that mandate by chartering the University of North Carolina and endowing it with the escheats to which the State as sovereign was entitled.

This long history signifies the commitment to higher education which has been present in the development of North Carolina. For much of that time, it is true that the concept of "state university" had a meaning different from that of more recent times. It was not until 1881, for example, that the General Assembly gave further substance to the vision of 1776 by beginning biennial appropriations to the University. This it did in recognition of the fact that the University performs functions for the State and for society whose cost should not (and in fact cannot) be carried entirely by students and private benefactors. In 1877, the State established its second publicly-supported institution (Fayetteville State University). The movement for the common schools, the land-grant college movement, and a growing recognition of the importance of higher education to the further development of the State led North Carolina to establish or acquire and provide a measure of appropriated support for additional public institutions, as well as for the University, during the closing years of the 19th and the beginning of the 20th Centuries.

In the meantime, during the 1830's the principal religious denominations in the State initiated colleges of their own which soon were enrolling in the aggregate more students than did the University of North Carolina. At the opening of this century, there were five public and 22 private, church-related institutions in North Carolina. There were approximately 4,000 students enrolled in these institutions, which was about 2.5 per cent of the 18-21 year-old age group. Twenty years later, in 1920, this number had risen to almost 11,000, or 5.5 per cent of the 18-21 year-olds. Enrollments by that time were approximately equally distributed between the public and private institutions.

In the years since World War II, initially at the impetus of the "G.I. Bill of Rights," higher education enrollments have grown at unprecedented rates in North Carolina and in all the fifty states. Higher education, and other forms of postsecondary education, have come to play a new and fundamentally important role in State and national life. Today there are 16 public senior institutions of higher education in the State, 57 public community colleges and technical institutes, and 38 private colleges and universities. In the fall of 1975, together they enrolled 164,000 college and college parallel students. Collectively, these institutions provide a diversity of programs of higher education to the college-age youth of the State and to increasing numbers of adults. Some programs -- in the liberal arts and in education, for example -- are found in nearly all of the senior institutions in the State. Other programs --

especially those involving high cost instruction at the undergraduate level and particularly at the graduate level -- are with few exceptions accessible to North Carolinians only at the constituent institutions of The University. A student wishing to major in textiles, journalism, most engineering specialties, pharmacy, dentistry, or public health, for example, would find in The University the only such offerings in the State.

The nature of the higher education enterprise today can best be summarized by indicating the types of institutions in existence and the enrollments in these institutions. The designations of types of institutions follow classification systems generally in use across the Nation.[1] Table 2-1 so classifies the institutions and shows their fall of 1975 enrollments and Figure II-1 shows their locations.

---

[1] These designations are further described at page 384.

Table 2-1

INSTITUTIONS OF HIGHER EDUCATION
IN NORTH CAROLINA, 1976[a]

PUBLIC		PRIVATE	
1. Major Research Universities			
1. N.C. State Univ. at Raleigh	17,471	1. Duke University	9,129
2. UNC-Chapel Hill	20,536		
Enrollment	38,007		9,129
2. Other Doctoral-Granting Universities			
1. UNC-Greensboro	9,459	1. Wake Forest University	4,442
Enrollment	9,459		4,442
3. Comprehensive Universities			
1. Appalachian State Univ.	8,541	(No Comparable Private Institutions)	
2. East Carolina University	11,725		
3. N.C. Agricultural and Technical State University	5,345		
4. N.C. Central University	4,730		
5. UNC-Charlotte	7,570		
6. Western Carolina University	6,419		
Enrollment	44,330		
4. General Baccalaureate Institutions			
1. Elizabeth City State Univ.	1,629	1. Atlantic Christian	1,648
2. Fayetteville State Univ.	2,002	2. Barber-Scotia	480
3. Pembroke State Univ.	2,183	3. Belmont Abbey	748
4. UNC-Asheville	1,404	4. Bennett	579
5. UNC-Wilmington	3,309	5. Campbell	1,724
6. Winston-Salem State Univ.	2,073	6. Catawba	1,020
		7. Davidson	1,278
		8. Elon	2,210
		9. Gardner-Webb	1,402
		10. Greensboro	530
		11. Guilford	1,664
		12. High Point	1,132
		13. Johnson C. Smith	1,377
		14. Lenoir Rhyne	1,285
		15. Livingstone	857
		16. Mars Hill	1,688
		17. Meredith	1,505
		18. Methodist	628
		19. N.C. Wesleyan	467
		20. Pfeiffer	1,036
		21. Queens	571
		22. Sacred Heart	226
		23. St. Andrews	544
		24. St. Augustine's	1,529
		25. Salem	630
		26. Shaw	1,555
		27. Warren Wilson	461
Enrollment	12,600		28,774

---

[a] All enrollment figures reflect fall, 1975 headcount. UNC military centers and theological and Bible colleges are omitted.

PUBLIC		PRIVATE	

5. Specialized Institutions

1. The N.C. School of the Arts	390	(No comparable private institutions)	
Enrollment	390		
Subtotal, Senior Colleges and Universities	104,768		42,345

6. Community and Junior Colleges

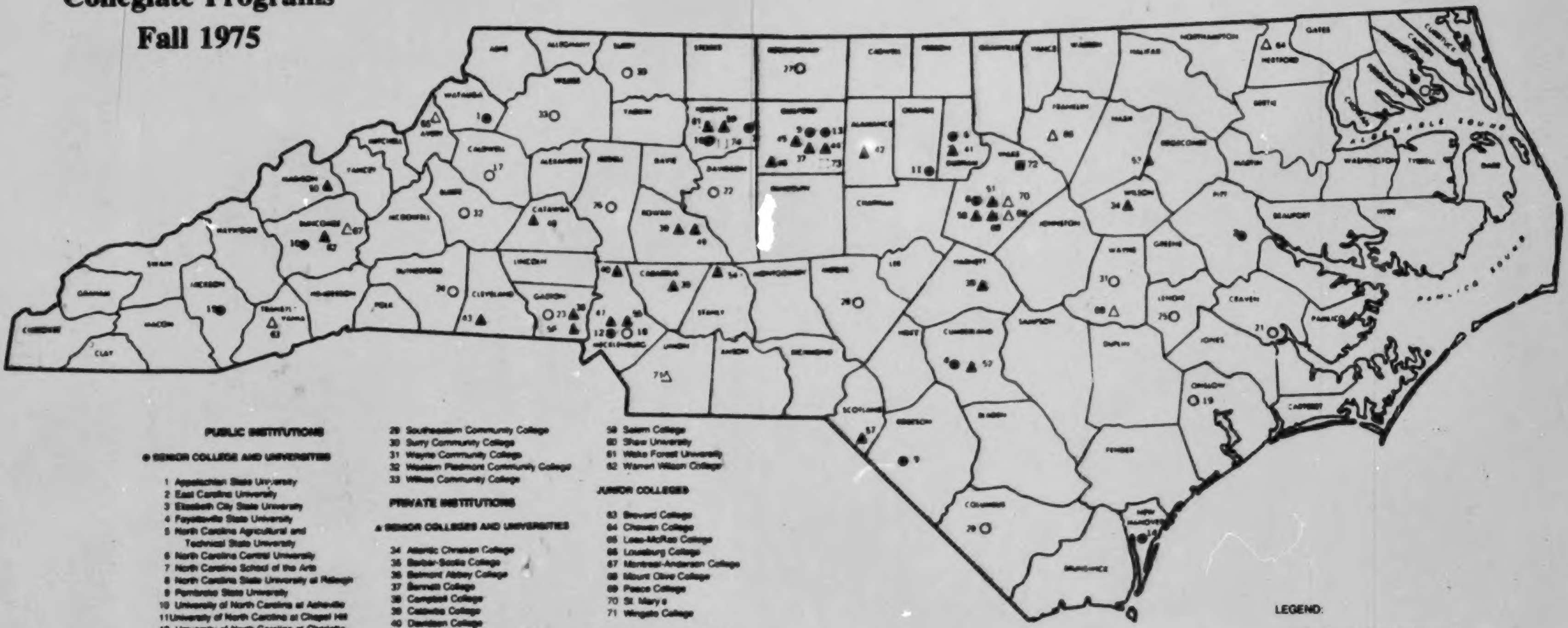
1.	Caldwell	438	1.	Brevard	515
2.	Central Piedmont	2,519	2.	Chowan	1,022
3.	Coastal Carolina	669	3.	Lees-McRae	712
4.	Col. of The Albemarle	401	4.	Louisburg	580
5.	Craven	303	5.	Montreat-Anderson	427
6.	Davidson County	667	6.	Mount Olive	399
7.	Gaston	879	7.	Peace	524
8.	Isothermal	471	8.	St. Mary's	308
9.	Lenoir	583	9.	Wingate	1,172
10.	Mitchell	453			
11.	Rockingham	561			
12.	Sandhills	660			
13.	Southeastern	517			
14.	Surry	437			
15.	Wayne	614			
16.	Western Piedmont	380			
17.	Wilkes	386			
	Subtotal, Community and Junior Colleges	10,938[b]			5,659
	TOTAL ENROLLMENT - PUBLIC	115,724		PRIVATE	48,004

---

[b] College transfer students only.

Figure II-1

NORTH CAROLINA
Institutions with
Collegiate Programs
Fall 1975



PUBLIC INSTITUTIONS

● SENIOR COLLEGES AND UNIVERSITIES

1 Appalachian State University
2 East Carolina University
3 Elizabeth City State University
4 Fayetteville State University
5 North Carolina Agricultural and Technical State University
6 North Carolina Central University
7 North Carolina School of the Arts
8 North Carolina State University at Raleigh
9 Pembroke State University
10 University of North Carolina at Asheville
11 University of North Carolina at Chapel Hill
12 University of North Carolina at Charlotte
13 University of North Carolina at Greensboro
14 University of North Carolina at Wilmington
15 Western Carolina University
16 Winston-Salem State University

○ COMMUNITY COLLEGES

17 Caldwell Community College
18 Central Piedmont Community College
19 Coastal Carolina Community College
20 College of Albemarle
21 Craven Community College
22 Davidson County Community College
23 Gaston College
24 Isothermal Community College
25 Lenoir Community College
26 Mitchell Community College
27 Rockingham Community College
28 Sandhills Community College
29 Southeastern Community College
30 Surry Community College
31 Wayne Community College
32 Western Piedmont Community College
33 Wilkes Community College

PRIVATE INSTITUTIONS

▲ SENIOR COLLEGES AND UNIVERSITIES

34 Atlantic Christian College
35 Barber-Scotia College
36 Belmont Abbey College
37 Bennett College
38 Campbell College
39 Catawba College
40 Davidson College
41 Duke University
42 Elon College
43 Gardner-Webb College
44 Greensboro College
45 Guilford College
46 High Point College
47 Johnson C. Smith University
48 Lenoir Rhyne College
49 Livingstone College
50 Mars Hill College
51 Meredith College
52 Methodist College
53 North Carolina Wesleyan College
54 Pfeiffer College
55 Queens College
56 Sacred Heart College
57 St. Andrews Presbyterian College
58 Saint Augustine's College
59 Salem College
60 Shaw University
61 Wake Forest University
62 Warren Wilson College

JUNIOR COLLEGES

63 Brevard College
64 Chowan College
65 Lees-McRae College
66 Louisburg College
67 Montreat-Anderson College
68 Mount Olive College
69 Peace College
70 St. Mary's
71 Wingate College

▣ THEOLOGICAL SEMINARY

72 Southern Baptist Theological Seminary

☐ BIBLE COLLEGES

73 John Wesley College
74 Piedmont Bible College

LEGEND:

● Public Senior College or University	16
○ Public Community College	17
▲ Private Senior College or University	29
Private Junior College	9
SUBTOTAL	71
▣ Theological Seminary	1
☐ Bible College	2
TOTAL	74

Each component of this higher education structure -- The University of North Carolina, the Community College System, and the private institutions -- is described in later sections of this chapter.

From the last quarter of the 19th Century forward, the State has enlarged its capital investment in its own colleges and universities and its regular appropriations for their support. That support came hesitantly at first, and at times over the strenuous opposition of those who feared the competitive effect of low tuition public institutions on the private colleges, but with greater regularity and increasing volume in the more recent decades as the public institutions have provided educational opportunity to students in numbers unimagined only a generation ago.

In the mid-1950's, the State undertook to aid the half-dozen local public community colleges then in being. By the Community College Act of 1963, the General Assembly adopted a new policy of underwriting a large share of the costs of the community colleges, technical institutes, and industrial education centers making up the Community College System formed under that Act. That policy places primary responsibility for capital investment on the counties, with substantial State assistance; and it places primary responsibility for the System's operating budget on the State, with secondary support from the counties, student payments, and other sources.

The General Assembly initiated in 1971 and expanded in 1975 a policy of State financial aid to private colleges and universities in the State and their students to the extent that they enroll North Carolina resident undergraduates.

These financial commitments (which will be discussed more fully in the following pages) reflect acceptance on the part of the General Assembly of a public responsibility to provide a variety of higher educational opportunities accessible at relatively low cost to its citizens.

B. The University of North Carolina

1. Development to 1972

The University of North Carolina was authorized by the State Constitution of 1776 and chartered by the General Assembly of 1789. The charter declared 40 named persons to be "a Body Politic and corporate, to be known and distinguished by the Name of the Trustees of the University of North-Carolina" and gave the corporation perpetual succession. [Laws 1789, ch. 20.] In 1868, the new State Constitution gave more explicit recognition to the University and provided for the reconstitution of its board of trustees, as did an 1873 constitutional amendment and related statutes. Throughout that period, the University at Chapel Hill was the only State-supported institution of higher education in North Carolina.

Beginning in 1877, the General Assembly created or acquired for the State the other 15 institutions that are today part of The University of North Carolina. In some instances, those institutions were initiated by legislative action; in other instances, existing institutions which previously had been private or quasi-public in character were, at their own request, taken over as State institutions. Some of them were established as collegiate institutions, authorized to give the types of degrees usually given by colleges at the time of their creation; many of them began their existence as high schools or normal schools of less than college grade and, over time, held status successively as normal schools, junior colleges, and senior colleges authorized to give bachelor's degrees. Some of them were located with a view to Statewide service; others were located with only a local service role in view. Five of the institutions were created originally to serve black students and one to serve the Lumbee Indians. The institutions so established or acquired by the State prior to 1963, identified by their current titles, and the dates when they became State institutions are:

Fayetteville State University, 1877

North Carolina State University at Raleigh, 1887

Pembroke State University, 1887

The University of North Carolina at Greensboro, 1891

North Carolina Agricultural and Technical State University, 1891

Elizabeth City State University, 1891

Western Carolina University, 1893

Winston-Salem State University, 1897

Appalachian State University, 1903

East Carolina University, 1909

North Carolina Central University, 1923

Until 1931, The University of North Carolina was a one-campus institution. By the Public Laws of 1931, Chapter 202, however, the General Assembly extended the legal umbrella of the University to cover three institutions. That act "consolidated and merged" The University of North Carolina [at Chapel Hill], North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into "The University of North Carolina". All rights, powers, and duties of the three existing Boards of Trustees were transferred to the reconstituted Board of Trustees, which the act declared to be "a body politic incorporate [sic], to be known and distinguished by the name of 'The University of North Carolina'" and which governed all three institutions. The 100 members of the University Board of Trustees continued to be elected by the General Assembly, as they had been since 1804.

By the mid-1950's, public senior higher education in North Carolina had grown to include one three-campus University and nine other institutions which had the authority to give bachelor's degrees and five of the nine had the authority to give master's degrees as well. In an effort to bring about better coordination of the numerous elements of the State's fast-growing higher educational enterprise, the General Assembly of 1955 established the North Carolina Board of Higher Education and gave it general planning and coordinating authority with respect to the public institutions of higher education. Initially this meant only the senior institutions, but by the early 1960's the Board had acquired coordinating authority with respect to half a dozen State-aided local community (two-year) colleges as well.

In 1957, the General Assembly revised the statutes with respect to the nine senior public institutions outside The University of North Carolina, achieving uniformity with respect to the size, mode of selection, and authority of their Boards of Trustees (all of whose members were chosen by the Governor with legislative confirmation). The 1957 act redefined the missions of those nine institutions somewhat more broadly than they had been defined prior to that time, but retained a strong emphasis on their responsibility for the preparation of teachers and administrators for the public schools.

In 1961-62, public postsecondary education was closely examined by the Governor's Commission on Education Beyond the High School. The report of that Commission and the Higher Education Act of 1963, enacted on its recommendation, established the legal and organizational framework within which public postsecondary education functioned for several years.

The community colleges and the closely related industrial education centers and technical institutes were combined to form the Community College System and placed under the governing authority of the State Board of Education. The Board of Higher Education, with some modification of membership, was retained as the coordinating agency for the public senior institutions. The existing pattern of program responsibility within the public senior sector was confirmed, with graduate education at the doctoral level and primary responsibility for research and extension work being assigned to The University of North Carolina and less extensive roles being given to the other senior institutions. The former local community colleges at Charlotte, Asheville, and Wilmington were elevated to senior college status and made State institutions. A procedure was established for the creation of additional campuses of The University of North Carolina.

The 1963 General Assembly also created The North Carolina School of the Arts as a conservatory offering training in the performing arts both at the secondary and the collegiate levels. This brought the number of State-supported senior institutions of higher education to the present 16.

In 1965, on the request of the Board of Trustees of The University of North Carolina, the General Assembly added The University of North Carolina at Charlotte as the fourth campus of the University. Four years later, in 1969, again acting on recommendation of the University Board of Trustees, the General Assembly made The University of North Carolina at Asheville and The University of North Carolina at Wilmington the fifth and sixth campuses of the University.

In 1967 and 1969, the General Assembly designated nine independent public senior institutions of higher education (all of those in that category except for the School of the Arts) as "regional universities" and broadened their missions to include in all cases undergraduate, master's, and doctoral work, subject to the approval of the Board of Higher Education.

In 1970, the voters of the State adopted a new State Constitution which took effect the following year. Whereas the Constitution of 1868 had merely acknowledged the existence of The University of North Carolina, the Constitution of 1971 commanded it, providing:

> The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of Trustees of The University of North Carolina and of the other institutions of higher education, in whom shall be vested all the privileges, rights, franchises, and endowments heretofore granted to or conferred upon the trustees of these institutions. The General Assembly may enact laws necessary and expedient for the maintenance and management of The University of North Carolina and the other public institutions of higher education. [Constitution of North Carolina, Article IX, Section 8 (1971).]

While the existence of The University is guaranteed by that provision, the meaning of that guarantee is left largely to legislative determination, for the General Assembly has the power to determine what existing institutions are within "The University of North Carolina," to establish and disestablish institutions of higher education within or outside of The University, and to determine what State resources will be allocated to the support of The University.

The increasingly frequent instances of legislative involvement in higher educational policy making during the late 1960's occasioned increasing criticism within and outside the General Assembly as to the appropriateness of the legislative forum for the resolution of educational issues. Coupled with that concern was a growing conviction in North Carolina as elsewhere in the Nation that more effective means of planning and coordinating the activities of the public institutions of higher education were needed, even if that required the transfer of governing authority over those institutions from their separate Boards of Trustees to a single board with system-wide authority. The successful precedent of the six-campus University of North Carolina was often cited as worthy of extension to all 16 of the State's institutions.

A special committee created by the Governor gave several months of study to alternative modes of reorganizing -- or "restructuring", as it came to be called -- public senior higher education and filed a report and recommendations with the Governor, who transmitted it to the General Assembly, in the spring of 1971. Unable to reach agreement on the matter in that regular session, the General Assembly met in an adjourned session in October of that year and enacted the Higher Education Reorganization Act of 1971. By that act, Chapter 1244 of the Session Laws of 1971, the General Assembly "redefined" The University of North Carolina to comprise 16 institutions, including the six that were then a part of The University of North Carolina and the ten other institutions that had been up to that time independent legal entities. To the Board of Governors of The University, the General Assembly granted virtually all powers of government over the 16 constituent institutions. The former Board of Higher Education was abolished and its powers were absorbed by the Board of Governors. Separate institutional Boards of Trustees were retained, but with virtually all their powers to be held on delegation from the Board of Governors.

In drafting and enacting the Higher Education Reorganization Act of 1971, the General Assembly was careful to "redefine" -- not to abolish and then recreate -- The University of North Carolina, and to "redesignate" the former Board of Trustees of The University of North Carolina as the "Board of Governors of The University of North Carolina." Thus the Board of Governors is in law the same body that was known as the "Board of Trustees" prior to July 1, 1972 (the effective date of the Higher Education Reorganization Act), notwithstanding the change in name, size, membership, and jurisdiction of that body. The Board of Governors is, in a different legal sense, the legal successor to the ten Boards of Trustees of the ten institutions that were merged into The University of North Carolina by the Higher Education Reorganization Act of 1971.

From this it will be seen that The University of North Carolina is today the same legal entity that was created in 1789, despite changes in the name of its governing board, the number of its campuses, its size and scope, and almost every other particular aspect of the institution.

9

2. Current Organization of The University of North Carolina

a. Board of Governors

(1) Composition

Sixteen of the initial members of the Board of Governors were chosen by and from the Board of Trustees of The University of North Carolina, sixteen were chosen by and from the Boards of Trustees of the nine regional universities and the School of the Arts, and two temporary, nonvoting members were chosen by and from the Board of Higher Education.[2] Their terms ranged from one to seven years in length. The terms of the initial 32 voting members were arranged so that eight would expire each two years, beginning in 1973.

The Board of Governors of The University of North Carolina today consists of 32 members, serving overlapping terms of eight years. As the term of each group of eight members terminates, the vacancies so created

---

[2] Recognizing the need for preparatory work to be done in advance of the activation of the 16-campus University and its Board of Governors on July 1, 1972, the General Assembly provided for a Planning Committee to serve during the period from January 1 until July 1, 1972. Its membership was the same as that of the Board of Governors that took office on July 1; thus continuity of knowledge and responsibility was insured.

The duties assigned by law to the Planning Committee were to arrange for merging the staffs of the Board of Higher Education and of the General Administration of The University of North Carolina; to elect a President, and on his recommendation, such other officers as they deemed needed and to determine their positions, titles, and compensation; to make arrangements for housing the President and his staff; to combine and adjust the operating budgets of the General Administration of The University of North Carolina and of the Board of Higher Education; to make all plans to effectuate the merger of the ten institutions into The University of North Carolina; and to recommend to the Governor, Department of Administration, Board of Higher Education, and Boards of Trustees actions to facilitate implementation of the Act.

(together with those arising from death, resignation or other cause), must be filled by election by the Senate and the House of Representatives of the General Assembly. The statutes provide a detailed procedure for the election of members of the Board. Each group of eight must include at least one woman, at least one member of a minority race, and at least one member of the political party to which the largest minority of the members of the General Assembly belongs. No officer or employee of the State and no spouse of such officer or employee may serve as member of the Board of Governors. No member may serve more than two successive full terms. [G.S. 116-6,7] These election procedures now have been followed twice, in 1973 and 1975, so that today a majority of the Board members are serving by virtue of legislative election.

The Chairman is elected by the Board from its membership biennially and no person may serve as Chairman more than four years in succession. [G.S. 116-8]

(2) Functions

The Board of Governors has ample powers to govern the 16 public institutions of higher education, and its powers are stated in much more explicit terms than were those of the former Boards of Trustees. The Board must plan and develop a coordinated system of higher education for the State and prepare and keep current a long-range plan for that system. It must "govern the 16 constituent institutions" and "be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions . . .", and it may make policies and regulations for that purpose. [G.S. 116-11(1), 11(2)]

The Board must determine the functions, educational activities, and academic programs of the institutions and the degrees that each may award. It is expressly provided that these powers over programs and degrees "shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provision of law." After notice and hearing to the affected institutional Board of Trustees, the Board may withdraw prior approval of an existing program if it appears to the Board to be "unproductive excessively costly or unnecessarily duplicative." [G.S. 116-11 [illegible]

Enrollment levels at each institution must be set by the Board. (By implication, this includes the authority to set enrollment levels within various units and programs within each institution.) [G.S. 116-11(8)]

Subject to overriding legislative action, the Board sets the tuition and fees to be charged by each institution. [G.S. 116-11(7)]

The establishment of any new publicly-supported institution of higher education above the community college level requires the approval of the Board of Governors. [G.S. 116-11(6)]

The President of The University, and on his recommendation the members of his professional staff and the Chancellors of the constituent institutions, are elected by the Board of Governors. On recommendation of the President and the appropriate Chancellor, the Board elects and fixes the compensation of all vice chancellors, senior academic and administrative officers, and persons having permanent tenure. [G.S. 116-11(4), 11(5)]

The data-collecting and disseminating function, as well as the authority to require uniform reporting practices and policies, are vested in the Board of Governors. [G.S. 116-11(10)]

The Board is directed to assess the contributions and needs of the private colleges and universities in North Carolina and to advise the General Assembly as to their utilization. It must review all requests of those institutions for State aid to them or their students before presentation of those requests to any other State agency or to the General Assembly. [G.S. 116-11(11)]

The Board must advise the Governor, the General Assembly, and other agencies on higher education generally. [G.S. 116-11(12)]

The Board retains all powers not specifically given to the institutional Boards of Trustees. [G.S. 116-11(14)]

The Board of Governors was substituted for the old Boards of Trustees of the several institutions as the authorizing body for the issuance of bonds for facilities for student housing, health, welfare, recreation, and convenience, for faculty housing, for continuing education programs, and for revenue-producing parking decks or structures; for student housing; and for the University Enterprises at Chapel Hill. [G.S. 116-175, 187]

The authority to grant and revoke licenses to operate private degree-granting institutions of higher education created from 1923 forward is vested in the Board of Governors. [G.S. 116-15]

The Board may maintain an Educational Opportunities Information Center. [G.S. 116-18] The Board administers the 1971 program of State aid to students attending private institutions of higher education. Federal programs of aid to institutions or students that are Statewide in character and for the benefit of higher education, such as the Higher Education Facilities Act, are administered by the Board. [G.S. 116-11(1), 116-19 through -22]

It is in its budgetary role that the Board of Governors acquired perhaps its most significant specific authority, authority not previously granted to any State board. First, the Board must prepare a "single unified recommended budget for all of public senior higher education . . ." for presentation to the Governor, the Advisory Budget Commission, and the General Assembly. This recommended budget must be divided into three categories:

(1) Funds for the continuing operation of each institution, which are appropriated directly to the respective institutions.

(2) Funds for salary increases for employees exempt from the State Personnel Act, which are appropriated to the Board in a lump sum for allocation to the institutions.

(3) Funds requested without reference to particular institutions, but "itemized as to priority and covering such areas as new

programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas." Appropriations in response to this category of requests are m[illegible] the Board in a lump sum. The Board then allocates those funds to the institutions in accordance with the Board's schedule of priorities. The Board may, with the approval of the Advisory Budget Commission (the Governor is not included in the process), transfer funds in this category to other items on the Board's list of priorities or to items not previously included on its list. [G.S. 116-11(9)]

The Advisory Budget Commission (again the Governor is omitted) may, on the Board's recommendation, authorize the transfer of funds between institutions to accommodate under- or over-enrollment, or it "may make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions." [G.S. 116-11(9)c]

The Board of Governors has the same general authority to acquire, manage, and dispose of property enjoyed by it under its former designation as the Board of Trustees of The University of North Carolina. Property originally given to a particular institution or for a special purpose must continue to be held under the terms of the donation. [G.S. 116-3]

Chapter 1244 transferred all property interests held by the Board of Higher Education and the Boards of Trustees of the regional universities and the School of the Arts to the Board of Governors, effective July 1, 1972. (The obligations of those Boards similarly were transferred to the Board of Governors.) The Board of Governors continues to hold and administer such property for the benefit of the original beneficiary. [G.S. 116-12] The Board has transferred to the control of the constituent institutions the assets of their endowment funds as rapidly as the institutions have sought that responsibility and prepared themselves to handle it.

In the particular case of the escheats, all property that escheated to the State prior to July 1, 1971, and the interest and earnings thereon, are held and administered by the Board of Governors "for maintenance and/or for scholarships and loan funds for worthy and needy students, residents of the State," attending any of the six institutions that constituted The University of North Carolina on June 30, 1971.[3] The benefits of property escheating after that date are shared by students in all 16 institutions. [Constitution of North Carolina, Article IX, Section 10 (1971); G.S. 116-43]

In recognition of the need for some decentralization of authority within The University, the Board of Governors is authorized to delegate any of its powers to the institutional Boards of Trustees or, through the President, to the Chancellors. One of the first actions of the Board after taking office in July, 1972, was to make extensive delegations to Boards of Trustees and Chancellors, and these will be noted later in this chapter.

---

[3] This was deemed to be a dedicated fund, title to which had vested beneficially in those six institutions; therefore the wider distribution of the benefits of the escheats was made prospective.

(3) Code

The Higher Education Reorganization Act of 1971 directed the Board of Governors to "adopt, for itself and for all constituent institutions, a code" setting forth the organization and principal policies and operating procedures of the Board of Governors, the General Administration, the institutional Boards of Trustees, and the local administrations. [Session Laws 1971, ch. 1244, sec. 18] This the Board did at its first meeting, held on July 7, 1972. Amended from time to time since 1972, the Code is published in pamphlet form and has been made available to all faculty and administration members within The University. In the interest of stability, the Code itself requires an affirmative vote of two-thirds of the authorized membership of the Board for its amendment.

Matters of policy and procedure not requiring the permanence of Code provisions are handled by resolutions of the Board of Governors, which require only a majority of a quorum for their adoption. Among the first such resolutions adopted by the Board was an extensive delegation of authority to the institutional Boards of Trustees and Chancellors. Such resolutions are set forth in the minutes of the Board and where they have general and continuing significance, are published and made available to interested persons.

(4) Organization and Operation of the Board

The statute calls for a Chairman, Vice Chairman, and Secretary of the Board of Governors to be elected by the Board from its membership every two years, and limits service as Chairman to no more than four successive years. [G.S. 116-8] The Secretary of The University performs as secretariat to the Board, and the President and members of his staff provide staff support services to the Board.

The Board is required by law to meet at least six times annually, and it normally schedules meetings every month except August and December. [G.S. 116-9] Special meetings may be called by the Chairman and must be called by the Secretary on petition of at least ten Board members. During its first 44 months of operation, the Board met 45 times.

The Board is authorized by statute to create and appoint the members of committees of the Board. The Code provides for four standing committees:

The Committee on Budget and Finance, with six elected members and the Vice Chairman of the Board, ex officio

The Committee on Educational Planning, Policies, and Programs, with 12 elected members

The Committee on Personnel and Tenure, with six elected members

The Committee on University Governance, with six elected members.

(The Chairman of the Board is a member ex officio of all standing committees.) The titles of those committees generally indicate their roles. In addition to these four standing committees, the Chairman may at any time create special, temporary committees with authorization of the Board. Most business handled by the Board of Governors originates with or is referred to committee and comes back to the Board with the recommendation of the committee. Elected members of all committees serve two-year, staggered terms. The committees elect their own officers annually. All standing committees are now in their third year of operation. They have been stable in their membership and their elected leadership.

The committees of the Board of Governors typically meet in conjunction with Board meetings, and they may meet also in the intervals between Board meetings in order to transmit their recommendations to the Board the required number of days in advance of the Board session at which action is anticipated.

Staff services for the Board's committees are provided by members of the President's staff, with each standing committee looking to a particular staff member as its principal source of assistance on a continuing basis.

b. General Administration

(1) Structure

The 1971 statute provides for the office of President of The University of North Carolina, declares that "[h]e shall be the chief administrative officer of the University," and prescribes that

> The President shall be assisted by such professional staff members as may be deemed necessary to carry out the provisions of this Article, who shall be elected by the Board on nomination of the President. The Board shall fix the compensation of the staff members it elects. These staff members shall include a senior vice-president and such other vice-presidents and officers as may be deemed desirable. Provision shall be made for persons of high competence and strong professional experience in such areas as academic affairs, public service programs, business and financial affairs, institutional studies and long-range planning, student affairs, research, legal affairs, health affairs and institutional development, and for State and federal programs administered by the Board. In addition, the President shall be assisted by such other employees as may be needed to carry out the provisions of this Article, who shall be subject to the provisions of Chapter 126 of the General Statutes. The staff complement shall be established by the Board on recommendation of the President to insure that there are persons on the staff who have the professional competence and experience to carry out the duties assigned and to insure that there are persons on the staff who are familiar with the problems and capabilities of all of the principal types of institutions represented in the system. [G.S. 116-14(b)]

Despite the seeming prescriptiveness of that statutory provision, the Board of Governors retains authority to design the administrative organization of The University. That authority it delegated to the President by the Code, which provides that

> The President shall establish administrative organizations to carry out the policies of the University. He shall interpret these organizations to the Board of Governors and to the officers and faculties of the University. He shall insure that the University and its constituent institutions are properly staffed with personnel competent to discharge their responsibilities effectively. In carrying out his duties and responsibilities, the President shall be assisted by his staff officers and by the chancellors of the constituent institutions. The President

> shall prescribe the duties and assignments of the staff officers reporting to him. . . . . The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment. However, such delegation shall not reduce the President's overall responsibility for those portions of his duties which he may choose to delegate. [Code, Sec. 501C(7)]

Pursuant to that authority, the President established the administrative organization of the General Administration (as the staff unit immediately responsible to the President is called). It includes a Vice President for Academic Affairs who is also Senior Vice President, a Vice President for Finance, a Vice President for Planning, and a Vice President for Student Services and Special Programs; a Secretary of The University; and several Assistants to the President with responsibilities for legal affairs, relations with the community colleges and the private institutions of higher education, governmental relations, special projects, and public information. Each of the Vice Presidents heads a division of the General Administration whose title corresponds to his own, and the Secretary of The University heads the secretariat of the Board. The Director of Educational Television reports directly to the President. The directors of several other special-purpose units of The University, namely the Educational Computing Service, the State Education Assistance Authority, and the Higher Education Facilities Commission, report to one or another of the Vice Presidents. The subject-matter divisions tend to be organized internally in a manner that enhances the flexibility and adaptability of staff members necessary to carry on the work of the General Administration with the available staff.

For 1975-76, the President's staff members exempt from the State Personnel Act number 39 and those subject to the Act number 54 (not counting Educational Television).

It has been the general policy of the President and the Board of Governors to keep the General Administration staff small in comparison with the headquarters staffs of other statewide university systems. This reflects in part a policy of heavy dependence on the constituent institutions to perform on delegation the administrative tasks of The University, and in part a preference that limited resources be spent on the work of the institutions rather than on administrative overhead in the President's Office.

The Administrative Council, consisting of the President, the 16 Chancellors, and the principal members of the President's staff meets monthly as a forum for the exchange of information and advice on matters of multi-campus concern.

Advice to the President from the faculty perspective is provided by the Faculty Assembly, whose members are drawn from the faculties of all of the constituent institutions.

Advice to the President from the student perspective is provided by the Student Advisory Council, which consists ex officio of the student body president of each of the 16 constituent institutions.

The 1971 legislation provides that

> The President, with the approval of the Board, shall appoint an advisory committee composed of representative presidents of the private colleges and universities . . . . [G.S. 116-14(c)]

This Council, consisting of eight private institutional presidents designated by the President, meets on call of the President and advises him on matters of mutual concern.

In 1976, by agreement among the President of The University, the State President of the Community College System, and the Chairman of the Board of Directors of the North Carolina Association of Independent Colleges and

Universities, a new three-part liaison committee was formed to provide a forum where matters of mutual concern to the three sectors may be discussed and advice thereon formulated. The committee consists of four members chosen by the President of The University, four chosen by the State President of the Community College System, and four chosen by the President of the Association.

A similar liaison committee composed of four representatives designated by the President of The University and four designated by the State President of the Community College System meets periodically to discuss and develop advice to the two Presidents on matters of mutual concern to the Community College System and The University.

(2) Functions

The statutory statement of the President's duty is brief but comprehensive: "He shall be the chief administrative officer of the University." [G.S. 116-14(a)] The statutes and the Code provide more detail with respect to his duties, but there is little to add to that basic duty assignment.

The Code provides that as the chief administrator of The University, his inward-looking role,

- [The President] . . . shall have complete authority to manage the affairs and execute the policies of The University of North Carolina and its constituent institutions, subject to the direction and control of the Board of Governors and the provisions of this Code. [Code, Sec. 501A]

- The President shall be the leader of The University of North Carolina and its constituent institutions and shall coordinate the activities of all constituent institutions in accordance with the principle of allocated functions prescribed by the Board of Governors. He shall promote the general welfare and development of the University in its several parts and as a whole. [Code, Sec. 501C(1)]

- In the absence of policies prescribed by the Board of Governors the President shall resolve all issues of jurisdiction and dispute among the constituent institutions of the University. [Code, Sec. 501C(3)]

- . . . [A]ll appeals addressed to or requests for hearings by the Board of Governors, from whatever source, shall be transmitted through the President. [Code, Sec. 501C(4)]

- The President shall establish administrative organizations to carry out the policies of the University. [Code, Sec. 501C(7)]

- He shall insure that the University and its constituent institutions are properly staffed with personnel competent to discharge their responsibilities effectively. [Code, Sec. 501C(7)]

- In carrying out his duties and responsibilities, the President shall be assisted by his staff officers and by the chancellors of the constituent institutions. The President shall prescribe the duties and assignments of the staff officers reporting to him. [Code, Sec. 501C(7)]

- He may establish and define the duties of all-University councils and committees to advise and assist him in the execution of his duties. [Code, Sec. 501C(7)]

- The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment. However, such delegation shall not reduce the President's overall responsibility for those portions of his duties which he may choose to delegate. [Code, Sec. 501C(7)]

In his relation to the Board of Governors of The University the Code declares that

- The President, as the chief executive officer of the University, shall perform all duties prescribed by the Board of Governors. He shall be responsible to the Board of Governors for the prompt and effective execution of all laws relating to The University of North Carolina and of all resolutions, policies, rules and regulations adopted by the Board for the operation of The University of North Carolina and for the government of any and all of its constituent institutions, and his discretionary powers shall be broad enough to enable him to meet his extensive responsibilities. [Code, Sec. 501B(1)]

- The President shall make recommendations to the Board of Governors with respect to the adoption, modification, revision or reversal of policies, rules and regulations applicable to The University of North Carolina and any or all of its constituent institutions. To this end, the President shall establish and maintain agencies of inquiry and administrative lines of communication, which include the constituent institutions, to insure prompt perception of needs for problem identification and analysis, decision and policy formulation. [Code, Sec. 501B(2)]

- The President shall prepare and submit to the Board of Governors an annual report . . . [and special] reports and recommendations concerning The University . . . and its constituent institutions as he may deem wise or as the Board may require. [Code, Sec. 501B(3)]

- The President shall attend and may participate in, without the privilege of voting, the meetings of the Board of Governors and its various committees, and he may attend the meetings of the several boards of trustees. [Code, Sec. 501B(4)]

- The President shall be the official medium of communication between the Board of Governors and all individuals, officials, agencies and organizations, both within and without The University and its constituent institutions. [Code, Sec. 501B(5)]

- The President . . . shall make nominations for all appointments that are to be acted upon by the Board of Governors and shall make recommendations for all promotions, salaries, transfers, suspensions and dismissals that are to be acted upon by the Board. The Board reserves the right, in all instances, to act on its own initiative. [Code, Sec. 501B(6)]

- The President shall assume, and retain at all times, control over the budget of The University of North Carolina, subject to the direction and control of the Board of Governors. The President shall prepare the proposed budget of The University of North Carolina and shall submit such proposed budget to the Board of Governors for approval . . . . [Code, Sec. 501B(7)]

The Code further provides that as the external spokesman for The University,

- The President shall personally represent before the State, the region and the nation the ideals and the spirit of The University of North Carolina. [Code, Sec. 501A]

- As the chief executive, the President shall be the official administrative spokesman for and the interpreter of The University to the alumni and alumnae as a whole, the news media, the educational world and the general public. [Code, Sec. 501A]

- He shall be responsible for the presentation and interpretation of all University policies, recommendations and requests to the General Assembly, the Governor, State officers and commissions and the Federal Government. [Code, Sec. 501A]

- The President shall be responsible for the presentation and explanation of budget requests approved by the Board of Governors to the Director of the Budget and the Advisory Budget Commission, The General Assembly and its committees, officers and members. The President shall be responsible for the execution of the Budget of The University of North Carolina as approved by the General Assembly. All revisions of the budget which require approval of the Advisory Budget Commission shall be acted upon by the Board of Governors on recommendation of the President. [Code, Sec. 501B(7)]

While the Code and subsequent resolutions of the Board of Governors prescribe numerous additional duties of the President, the foregoing list comprehends his principal functions. His role as chief executive of The University and as the principal administrator to whom the Board of Governors looks to carry out its policies are fairly clear. One feature of the presidency which is less well understood but hardly less vital is his role as the representative of The University and its constituent institutions in dealing with the political officers and agencies of the State: the General Assembly, the Governor, the Advisory Budget Commission, and others, and especially those entities with authority over State finances. The provisions of Section 501 of the Code are explicit in this respect. The Board of Governors and by its delegation, the President, have complete authority and responsibility for the representation of The University and its constituent institutions in their relationships with State officials and agencies; the Chancellors and the Boards of Trustees have none, except as the President (or by supervening act, the Board of Governors) may delegate such authority to them. Neither the statutes, nor the Code, nor the delegations of authority by the Board of Governors to the Boards of Trustees and Chancellors have yet granted such authority to the local Boards and Chancellors to deal directly with the offices of State government except on particular matters such as transactions involving real property valued at less than $50,000, and the conduct of various routine budget implementation transactions with the State Department of Administration.

It is essential that the President maintain oversight of transactions between The University and its constituent institutions on the one hand and the governmental officers and agencies of the State on the other. One of the declared objectives of the Higher Education Reorganization Act of 1971 was to establish one authoritative spokesman able to speak comprehensively for public senior higher education in all dealings with the General Assembly, the Governor, and other governmental authorities in lieu of the variety of voices that theretofore had spoken for the six-campus University, each of the other ten independent senior institutions, and the Board of Higher Education (not to mention the private colleges and universities). The 1971 legislation and the Code accomplished that result on paper, and most of the parties concerned have generally achieved it in practice in the implementation of that legislation.

The institutional Boards of Trustees, the Chancellors, and other groups whose primary loyalties are naturally to particular institutions, working under the direction of the President, can be of great help to him in achieving effective representation of The University in its relationships with the State political authorities. On the other hand, independent and fragmented efforts at such representation would almost certainly lead to a return to the legislative and political arena of internal University issues of resource allocation and institutional roles that the Board of Governors was created to decide in a non-political context. There are apparent the beginnings of such separate efforts in the form of several locally-formed organizations whose purposes appear to be, at least in part, political action on behalf of particular constituent institutions. There are useful tasks for such groups to do, but they should be formed only with the prior approval of the President, he should determine their general roles, and he should be kept currently informed of their plans and activities. Only in that way can he perform his duty of giving comprehensive direction from a University-wide perspective to the representation of The University in the political sphere.

c. Constituent Institutions

(1) Structure

The 1971 Reorganization Act established virtually identical statutory structures for each of the 16 constituent institutions of The University of North Carolina and, with very few exceptions, endowed them with virtually identical statutory functions. This was possible because the statutes leave the internal design of the institutions and the definition of their program responsibilities almost entirely to the Board of Governors.

Each Board of Trustees of a constituent institution now consists of eight members elected by the Board of Governors, four appointed by the Governor of the State, and the President of the Student Body, who serves ex officio. (The Director of the North Carolina Symphony also serves on the Board of The North Carolina School of the Arts.) All elected members serve staggered terms of four years and no one may serve more than two consecutive terms on the same Board. State officers and employees may not serve as trustees. [G.S. 116-31] Each Board of Trustees annually elects its own officers from its membership. [G.S. 116-32] The Boards must meet at least three times a year. [G.S. 116-32]

The Chancellor of each constituent institution is elected by the Board of Governors on nomination of the President, who must choose from among two or more candidates recommended to him by the Board of Trustees. [G.S. 116-11(4)] (The Chancellors and institutional Presidents serving on July 1, 1972, continued as or became Chancellors of their respective institutions by operation of the Reorganization Act, and since that time only three chancellorships have become vacant.) The Chancellor serves at the pleasure of the Board of Governors, as does the President.

The design of the administrative structure of each institution is left to the Chancellor, acting with the approval of the President and Board of Governors in matters involving the creation or abolition of major organizational units. The administrative structure and staff organization differ from one campus to another, depending somewhat on the size of the institution and the complexity of its programs. Generally, each institution has a vice chancellor or provost who is its chief academic officer, a vice chancellor for business affairs, a principal student affairs officer (often designated as a vice chancellor), a dean of the graduate school (where there is such a school), deans of colleges and professional schools in the larger institutions, and (in varying patterns) development officers, public information officers, assistants to the chancellor, directors of institutional research, and other supporting personnel. "[A]ll vice-chancellors, senior academic and administrative officers and persons having permanent tenure" are appointed and have their compensation fixed by the Board of Governors on recommendation of the President and of the appropriate Chancellor. [G.S. 116-11(5)] By action of the Board of Governors, "senior administrative officer" has been defined to include, in addition to vice chancellors and provosts, deans and directors of major educational and public service activities at the rank of dean or its equivalent. The appointment of other administrative personnel is within the delegated authority of the Boards of Trustees and Chancellors. Subject to policies set by the Board of Governors, their compensation is set by the Board of Trustees (or, upon further delegation, by the Chancellor) in the case of persons exempt from the State Personnel Act and by the State Personnel Board in the case of persons covered by that Act.

(2) Functions

The statutes assign few duties to the Boards of Trustees of the constituent institutions. They nominate to the President persons to fill the chancellorship. [G.S. 116-11(4)] The principal statutory duty assignment of these Boards is brief and non-specific:

> Each board of trustees shall promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. Each board shall serve as advisor to the Board of Governors on matters pertaining to the institution and shall also serve as advisor to the chancellor concerning the management and development of the institution. The powers and duties of each board of trustees, not inconsistent with other provisions of this Article, shall be defined and delegated by the Board of Governors. [G.S. 116-33]

The statutory provision that "[t]he Board [of Governors] shall possess all powers not specifically given to institutional boards of trustees" limits the augmentation of the powers of the Boards of Trustees by implication. [G.S. 116-11(14)]

The statutes leave the functional significance of the Board of Trustees to be determined by the Board of Governors. The Code adds virtually nothing to the statutory statement. As one of its first acts after its official organization, however, the Board of Governors on July 7, 1972, adopted a resolution delegating extensive authority to each Board of Trustees with respect to institutional personnel, student admissions standards, the awarding of academic and honorary degrees, property control (except for acquisitions and dispositions of real property valued at more than $50,000), campus security, intercollegiate athletics, traffic and parking, the management of endowments and trust funds, student affairs and services, student aid, the management of auxiliary enterprises and utilities, and several other matters. [Resolution of July 7, 1972] Taken all together, the body of duties delegated to the Boards of Trustees is quite substantial and enables the necessary degree of differentiation among the institutions.

The 1972 resolution and other actions of the Board of Governors have treated the 16 Boards of Trustees uniformly (except in such respects as program or major structural differences among institutions have made some of those enactments inapplicable to some of the institutions). The statutes permit the Board of Governors to delegate differentially among institutions, however, should it find such action appropriate.

The Chancellor derives his authority in part from statute, in part from delegation by the Board of Governors, and in part by sub-delegation to him of authority delegated by the Board of Governors to the Board of Trustees.

The draftsmen of the Reorganization Act and of the Code and other instruments adopted by the Board of Governors have had the task of defining the respective roles of the Chancellors and the Boards of Trustees without confounding the line of responsibility that runs from the Chancellor directly to the President and through him to the Board of Governors. Some of the provisions of the Code become more understandable when read in the light of that necessity.

The statutes declare that the Chancellor shall be "the administrative and executive head of the institution and shall exercise complete executive authority therein, subject to the direction of the President." [G.S. 116-34] The Code declares that "[t]he Chancellor shall be responsible to the President for the administration of the institution, including the enforcement of the decisions, actions, policies and regulations of the Board of Governors applicable to the institution." [Code, Sec. 502B(3)] He makes recommendations for the development of the educational program of the institution and serves as general advisor to the President (and through him the Board of Governors) with respect to all programs and activities of the institution. [Code, Sec. 501B(2)] He is the medium of official communication between the Board of Trustees and all others, and between his institution and the President and Board of Governors. [Code, Sec. 502B, 502C(4)] He is responsible to the Board of Trustees for enforcing its policies, rules, and regulations (subject to the overriding authority of the Board of Governors and that of the President as its agent). [Code, Sec. 502C(3), 502A, 502B(3); G.S. 116-34] He is also responsible for carrying out policies of the Board of Governors. [Code, Sec. 502A]

Within the institution, the Code provides that

> Subject to policies established by the Board of Governors, the Board of Trustees or the President, the Chancellor shall be the leader of and the official spokesman for the institution; he shall promote the educational excellence and general development and welfare of the institution; he shall define the scope of authority of faculties, councils, committees and officers of the institution; and all projects, programs and institutional reports to be undertaken on behalf of the institution shall be subject to his authorization and approval. [Code, Sec. 502D(1)]

He is also a member of all faculties and other academic bodies of the institution, and he must insure that there exists in the institution a representative faculty senate over which he may preside. [Code, Sec. 502D(2)] The regulation of student affairs and discipline is delegated to him. [Code, Sec. 502D(3)]

3. Activities of The University of North Carolina Since 1972

a. Effectuation of Reorganization

Though generally referred to as a "restructuring," the changes wrought by the Higher Education Reorganization Act of 1971 were -- and were meant to be -- much more far-reaching than that term implies. The Act which took effect on July 1, 1972, altered the structure, the organization, and the governance arrangements of all of the constituent institutions of The University and directly affected the program authority of most of them. Prior to 1972, for example, all nine of the regional universities had the statutory authority to grant the doctorate, subject to the approval of the Board of Higher Education; after that Act was passed, none of the constituent institutions had authority expressly given to it by statute to give any degree, but all looked to the Board of Governors to determine their degree-granting authority.

When the 1971 legislation was in preparation, it was anticipated that the task of bringing about the organizational changes called for by that Act would require much preparatory work before its effective date of July 1, 1972. Therefore Chapter 1244 of the Session Laws of 1971 provided that the initial members who were, beginning July 1, 1972, to constitute the Board of Governors should in the interim from January 1, 1972 to June 30 of that year constitute a Planning Committee with broad statutory authority to take the necessary preliminary steps, looking to the effective date of July 1. By virtue of the work that the Planning Committee did during that six-month period, the Board of Governors was able to begin its task immediately upon entering office. For example, at the first meeting of the Board of Governors by that name on July 7, 1972 the Board was able to elect a President and other staff members, to adopt a Code of The

University of North Carolina, and to adopt a resolution delegating duties to Boards of Trustees and Chancellors, due to preparatory work that had been accomplished by the Planning Committee. During that interim period of the Planning Committee's operation, it was served by members of the staffs of The University of North Carolina as then organized and of the Board of Higher Education.

On July 7, 1972, the Board of Governors elected the President and members of his staff from the persons who had served the Board of Higher Education and The University of North Carolina prior to that time. All members of those two staffs who wished to be accommodated were brought into the new administrative organization. The General Administration was organized, under the President's direction, along the lines previously described. Chapel Hill was designated by the Board of Governors as the site of the General Administration offices.

The Reorganization Act had provided that after July 1, 1972, the existing Boards of Trustees of the ten universities not previously a part of The University of North Carolina should continue in office until June 30, 1973, but with only those powers accorded the new-style Boards of Trustees. The Board of Trustees of The University of North Carolina as it existed prior to July 1, 1972, was required by the statute to divide itself into six Boards, one for each of the six institutions then constituting The University of North Carolina. The members of these Boards, like their counterparts among the other institutions, served on an interim basis until June 30, 1973.

In 1973, the Board of Governors and the Governor of North Carolina chose the entire elective and appointive membership of the 16 Boards of

Trustees of the constituent institutions. Some persons were chosen for four-year terms and some for two-year terms, in order to initiate overlapping terms. Regular terms all begin on July 1 of odd-numbered years.

Since the Chancellors and other officers, faculty, and staff members of the constituent institutions were not removed from their positions by the Reorganization Act, none of them had to be re-elected by virtue of the organizational change.

b. Budget and Finance

When the Higher Education Reorganization Act of 1971 was enacted, the process of preparing the State budget for 1973-75 had already begun. By the time that legislation took effect on July 1, 1972, the constituent institutions of the reorganized University had already completed most of the preparatory work on their budget requests. This work had been done largely under the practices and procedures prevailing prior to reorganization. It was then necessary to devise and put into effect a substantially new budget review and evaluation process, aimed at bringing into one unified budget what had orginated as 16 separate constituent institutional budgets. This required the separation of each budget into a continuation component and a change budget component and the ordering of priorities along the various change items requested in a manner intended to reflect the interests of The University as a whole and not that of any particular institution. The transition was made, the request budget was presented to the Governor and Advisory Budget Commission by the Board of Governors in the fall of 1972, and the budget was negotiated through the General Assembly of 1973 with considerable success.

Because the 1973 session of the General Assembly determined to initiate annual legislative sessions on an experimental basis, it adopted a budget for only the first year (1973-74) of the biennium and adjourned to meet again early in 1974 to consider and act upon the budget for 1974-75. The Board of Governors allocated the funds appropriated to it for salary increases and program changes for 1973-74 and then turned to the task of preparing the 1974-75 budget requests. Since the 1974-75 budget estimates of the institutions had been prepared and processed by the General Administration and the Board of Governors in 1972 on the assumption that a biennial budget would be adopted by the 1973 session of the General Assembly, the task of preparing the budget request for 1974-75 did not prove to be as laborious as had been that of the previous year. The Board of Governors and General Administration negotiated the 1974-75 budget through the 1974 session of the General Assembly, allocated the appropriations thus obtained, and turned almost immediately to the task of preparing the budget requests for 1975-77.

In 1974, there were extensive changes in the procedures set by the Department of Administration for the preparation of the budget requests and these required much more extensive work on the part of the staff members at the institutional and General Administration levels in the preparation of the budget requests than had been involved in previous years. In addition to the regular budget requests presented to the Governor and Advisory Budget Commission in the fall of 1974 for 1975-77 appropriations, supplementary requests were filed later, pursuant to legislative guidance, to initiate a school of veterinary medicine and a four-year degree-granting school of medicine at East Carolina University. Due to the changes in the legislative committee structure for reviewing budget requests, and the severe reduction in the revenue estimates of the State between the time the proposed budget was completed by the Governor and Advisory Budget Commission late in 1974 and the time the General Assembly acted on that budget in the summer of 1975, the legislative processing of the budget requests of The University of North Carolina proved to be exceedingly time consuming for all concerned.

Since the General Assembly of 1975 saw fit to adopt a two-year budget, with the stated intention of only modifying that budget near the beginning of the second year of the biennium, rather than (as in 1974) adopting an entirely new budget, no budget preparation process has been called for in anticipation of the legislative session of 1976.

Throughout most of every session of the General Assembly, the budget is a matter of active concern from near the beginning to near the end of the session. As has been explained earlier, one of the principal tasks of the President is to serve as the spokesman of The University and its constituent institutions in dealings with the Governor, the Advisory Budget Commission, the General Assembly and other State authorities on budget matters. Thus his presence and that of several of his staff members in Raleigh for part or all of several days each week during the legislative review of The University's budget request is normal. In addition, appearances are often necessary on other, non-fiscal legislation affecting The University.

In addition to budgetary matters, procedures were developed for the systematic handling of property acquisition and disposition matters between and among the constituent institutions, the General Administration, and the concerned Raleigh agencies.

Most of the constituent institutions established endowment management boards, and the Board of Governors transferred to those boards title to endowment assets that it held for the benefit of the respective institutions.

c. Special Planning Activities

Due to the necessity of meeting externally-established needs for plans dealing with particular matters, General Administration has prepared and the Board of Governors has adopted since 1976 several special planning reports.

In 1973-74, in response to a requirement placed on the State of North Carolina by the Office for Civil Rights of the United States Department of Health, Education, and Welfare, The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems was prepared and adopted. Three semiannual reports on progress under that plan have been filed with the Office for Civil Rights, as promised in the plan. Special inquiries from the Office for Civil Rights, often requiring extensive information gathering and documentation, have been answered.

A comprehensive report on ways of meeting the State's medical education needs was adopted by the Board of Governors in 1973 and presented to the General Assembly in that year. It provided (among other things) the basis for a great expansion of the Area Health Education Center System to cover the entire State. (See pages 302-304.)

A library improvement program adopted in 1973 led to substantial increases in State financial support for the libraries of the constituent institutions. (See pages 300-301.)

An extensive study of nursing education and The University's responsibilities in that field resulted in the adoption by the Board of a report on the subject and the authorization of planning for two new master's programs in nursing, designed primarily to provide additional faculty for nursing programs. (See pages 305-306.)

At the request of the General Assembly of 1974, the Board conducted an extensive inquiry into the need for a school of veterinary medicine in North Carolina and adopted a report in 1974 providing for the establishment of such a school if the General Assembly would provide sufficient funds for the purpose. (See pages 307-308.)

Requests by three of the constituent institutions for authorization to plan a school of law led to a detailed inquiry under the Board's sponsorship into the adequacy of the four law schools now operating in the State, together with the out-of-state sources of legal education, to supply the need of North Carolina for lawyers during the next several years. The result was a decision by the Board in 1974 to reject all three requests on the ground that the State's present lawyer needs appear very likely to be met by current sources of supply. (See page 309.)

The rapidly-growing need for more people trained to teach and work in other capacities with children with learning disabilities led to the establishment by the President of a Cooperative Planning Consortium to determine the nature and extent of such training needs and marshall the resources of the constituent institutions of The University to meet them. (See page 310.)

Pursuant to commitments made by The University in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems, studies have been undertaken with respect to the special problems and needs of the five predominantly black institutions, freshman admissions standards and practices on all 16 campuses, and the availability of and experience with remedial programs for undergraduates on all 16 campuses.

d. Other Activities

In addition to the described activities of the General Administration and the Board of Governors with respect to fiscal and property matters and planning, they have carried on a substantial program of work on such matters as the review and approval of faculty appointments and promotions conferring tenure (involving approximately 1,000 transactions during 1972-76), the review and approval of senior administrative personnel appointments in the General Administration and on the campuses, the establishment of a salary system for senior administrative officers at the campus and General Administration levels, and the development of basic policies with respect to academic freedom and tenure and the review and approval of tenure policies and procedures adopted by the 16 constituent institutions consistent with University-wide standards.

At the instance of the Board of Governors, a special report and recommendations on the contributions and needs of the private institutions of higher education in the State was prepared and adopted early in 1975. It recommended substantial revision in the form of State financial aid to the private sector. No legislative action resulted from that report.

Upon the activation of the Board of Governors in 1972, a moratorium on new academic program approvals was instituted and remained in force until the spring of 1974. When that restriction was lifted by the Board, 46 degree programs and one program for one year of study beyond the baccalaureate were authorized for initiation by the institutions and another 34 were authorized for planning by them.

4. Enrollment: Recent Trends and Current Status

a. Growth, 1900-1975

Total enrollment in North Carolina colleges and universities, public and private, increased from 4,698 students in 1900 to 168,644 students in 1975. Enrollment levelled off at about 46,000 during the period 1947-49; then with the completion of college careers by World War II veterans and the advent of the Korean War, enrollment declined in 1951 to 40,700, the lowest level since the mid-1940's. From 1951 forward, the upward growth has been steady, more than quadrupling enrollments between 1951 and 1975. High birth rates, increasing disposable income, and rising citizen aspirations for higher education have accounted for much of the upsurge in college enrollment following World War II. Since 1965, when the annual rate of increase in enrollment reached a peak, the numbers have continued to rise but at a slower rate.

Detailed analyses of this increase, as well as other information concerning college enrollment, were published in 1975 in a research report entitled College Enrollments and Projections in North Carolina, 1975-80. That study pointed out that changes in college enrollment are to a large extent a reflection of the growth and distribution of population, shifts in the structure and characteristics of population, and changes in fertility, mortality, and migration.

b. Current Enrollment Generally

In the fall of 1975, the total headcount enrollment in North Carolina public and private colleges and universities was 168,644. Of this total, 119,294 students or 71 per cent were enrolled in public institutions and 49,350 or 29 per cent were enrolled in private institutions. The proportion of students choosing public institutions has grown slowly but steadily since 1958, when the enrollment was almost evenly divided. (Some general characteristics of present enrollments are presented in Chapter Three.)

The total number of entering freshmen in North Carolina colleges and universities experienced its largest percentage increase over the prior year in 1965; since then the rates of growth generally have decreased. The increase or decrease in entering freshmen roughly corresponds to the change in the number of high school graduates. The number of entering freshmen in private institutions slightly exceeded the number of entering freshmen in public institutions up to 1963. Beginning in 1964 and continuing since then, the public institutions have enrolled increasingly more entering freshmen than have private institutions. This change coincides with, but is not wholly explainable by, the development of community colleges in the State.

Approximately 79 per cent of all the college students enrolled in this State in the fall of 1975 were North Carolina residents. In the public sector, about 89 per cent of the students were from North Carolina and 11 per cent were from other states, down from a peak of 20 per cent nonresidents in 1967. This trend coincides with changes in public policy begun in 1968 and intended to reduce the percentage of out-of-state students. The 1968 policy changes were followed in 1971 by substantial legislative increases in out-of-state tuition and concomitant decreases in the number and percentage of out-of-state students enrolled in public institutions. Private institutions drew 54 per cent of their students from North Carolina and 46 per cent from other states in 1975, a pattern that has changed little in nearly a decade. (See Figures II-2 and 3, below.)

The extent to which North Carolina will remain attractive to non-resident students is difficult to determine. Data on student migration among the states are incomplete and not current. The only source of exact information is periodic national surveys, of which the most recent was made in 1968.[4] From the 1930's until 1968, every survey indicated that non-resident student migration into North Carolina had increased significantly since the last survey. Since 1970, however, the numbers and proportions of non-residents in the public senior institutions in North Carolina have declined markedly, while that portion of the private institutions' enrollment has stabilized in numbers and proportions.

The percentage of North Carolina residents remaining in North Carolina for their college training at all levels was about 76 in the early 1930's; it increased to 81 by 1949 and to 88 by 1968. The proportion of North Carolinians remaining in the State for their college education apparently is continuing to increase.

---

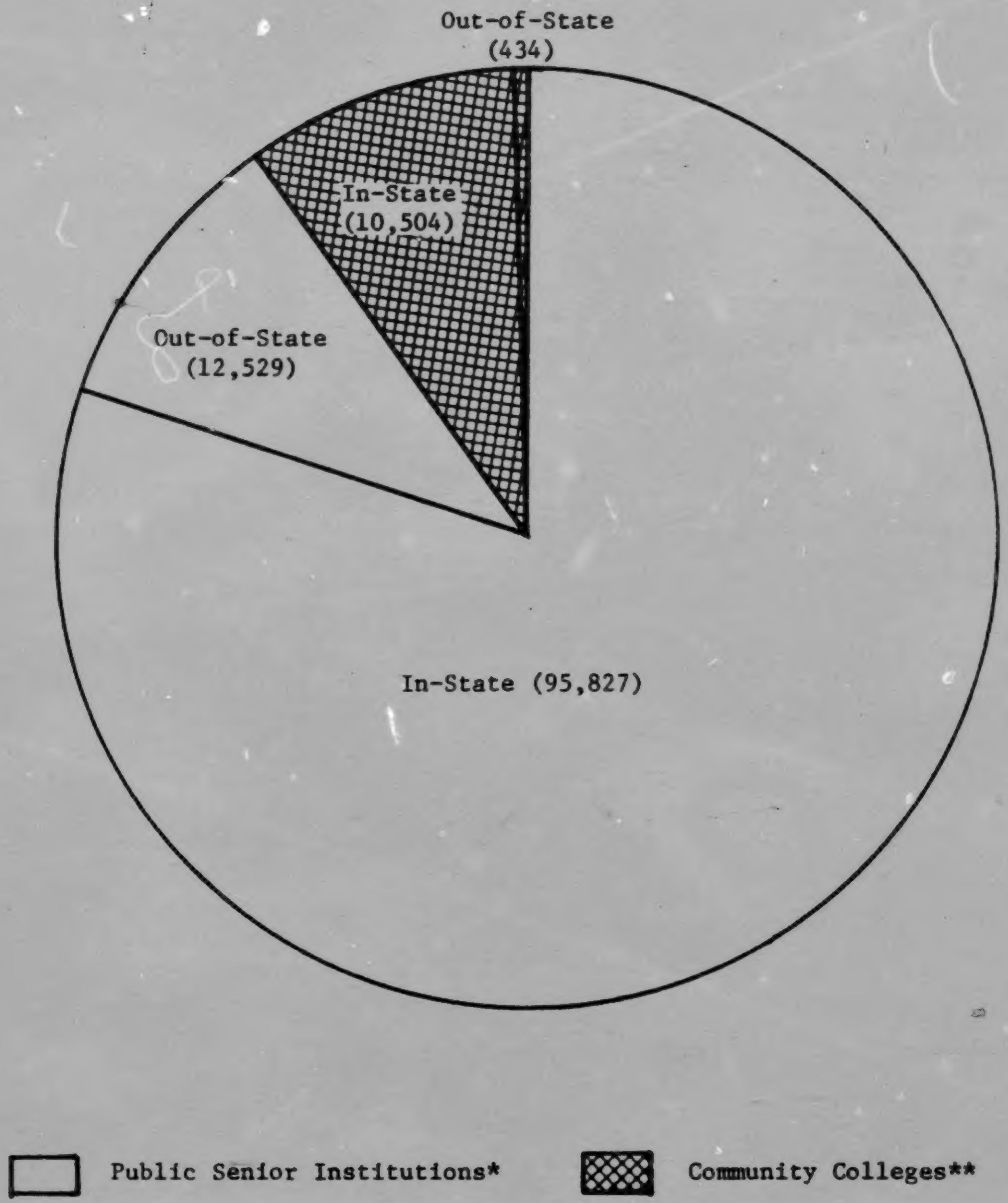
[4] Residents and Migration of College Students, Fall 1968 (Washington: United States Office of Education, 1970).

Of the North Carolinians who went to college out of the State, 69 per cent went to private institutions in 1949 and 56 per cent went to such institutions in 1968.

Statewide graduate and first professional enrollment has more than doubled since 1965. Much of this increase has come in recent years and has been due to the large increase in North Carolina residents going on to advanced study in the public sector. Since 1965, the number of graduate and first professional students enrolled in the nine public sector institutions offering such programs has increased by 11,843 students -- a 151 per cent increase. During the same period, the two the private institutions offering such programs increased their graduate and first professional enrollment by about 1,270, representing approximately a 30 per cent increase.

Figure II-2

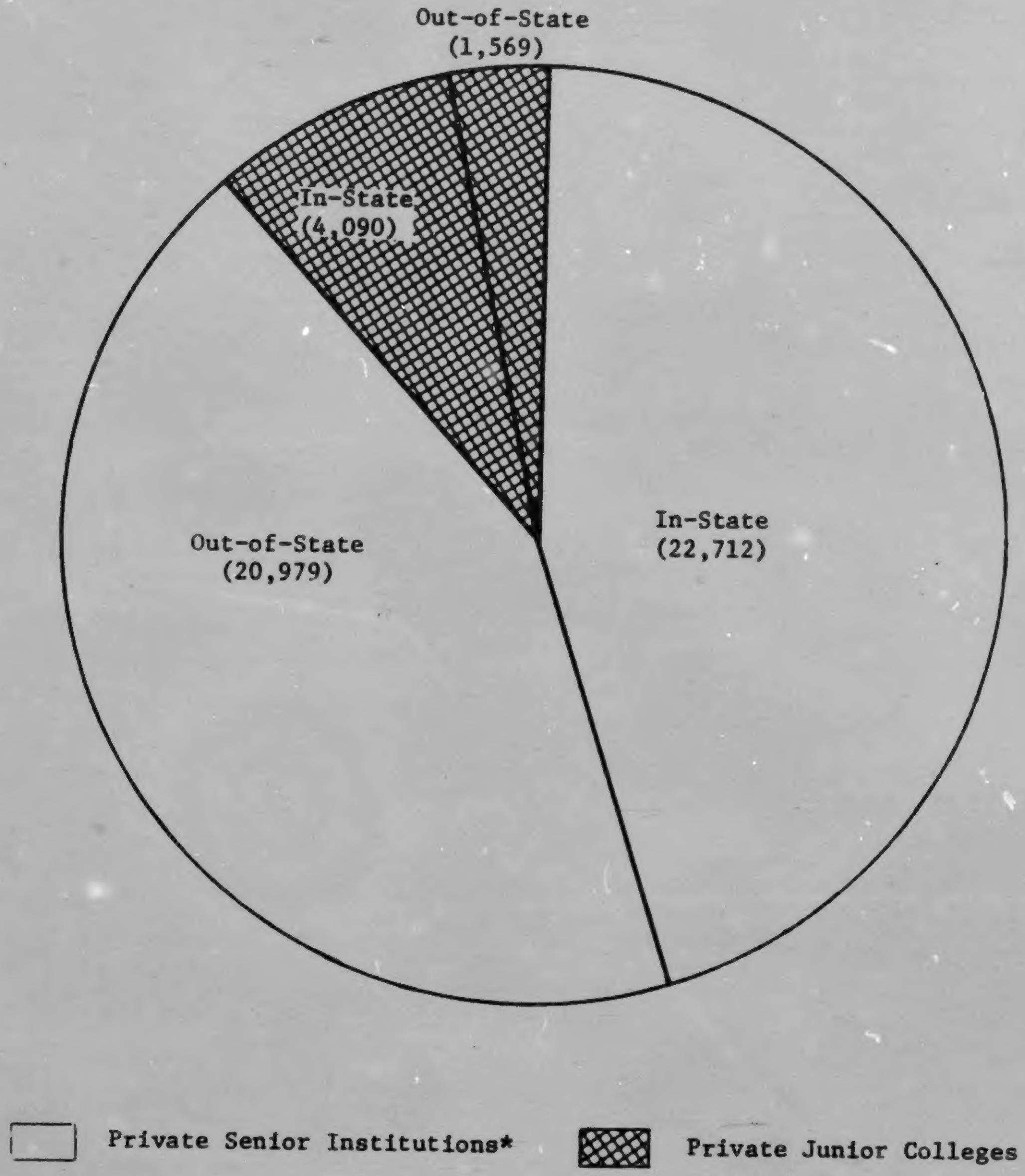
STUDENT ENROLLMENT IN NORTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES BY RESIDENCE STATUS, FALL 1975



*Includes military centers.
**College parallel students only.

Figure II-3

STUDENT ENROLLMENT IN NORTH CAROLINA PRIVATE COLLEGES AND UNIVERSITIES BY RESIDENCE STATUS, FALL 1975



*Includes theological seminary and Bible colleges.

c. Current Enrollment in The University

For The University of North Carolina, total headcount enrollment for the fall of 1975 increased by eight per cent over that for the fall of 1974, or from 97,031 in 1974 to 104,786 in 1975. (The three military centers are not included in these figures.) This is the largest percentage increase in six years. The number enrolled in graduate and first professional programs increased by 11 per cent over 1974 and has increased by 7,766 or approximately 69 per cent since 1969. From 1967 to 1975, the percentage of part-time students has grown from 13 per cent to 20 per cent, more than a doubling in the number of individuals enrolled (8,540 to 20,651). Just over 11,000 or 54 per cent of part-time students in 1974-75 were graduate students. Much of this increase in part-time students has been due to the growth of female part-time students. Since 1972, the first year that data on part-time students by sex has been available, female part-time students have grown in number from around 6,200 to approximately 10,400, or a 68 per cent increase. Male part-time students have increased by 44 per cent during this same time period. The percentage of total female enrollment has increased from 41 in 1967 to 47 in 1975.

Generally, female full-time undergraduates tend to be younger than males (19.5 years compared to 20.9 years), whereas female part-time students are older than male part-time students (27.8 years compared to 26.1 years). At the graduate level both sexes tend to be about four to five years older than their undergraduate counterparts, and part-time graduate students are about five years older than full-time graduate students. Overall, about two-thirds of the student population falls in the traditional 18-23 college age population.

Out-of-state enrollment in The University has levelled off at about 13,000 (from a high of 16,000 in 1970) and has remained relatively constant since 1973 while in-state enrollment has continued to rise.

Students of the black race enrolled in The University in the fall of 1975 numbered just under 19,250 or 18 per cent of The University's enrollment. At the time of the 1970 Census of Population, blacks composed 22 per cent of the State's population. In 1975, of all graduates from North Carolina high schools, nearly 28 per cent were blacks, which approximates the percentage of blacks who were 18 years old. Since 1973, black enrollments in The University have increased by about 3,800, a 25 per cent increase in three years. During the same period, white enrollments increased about 10,300, or just under 14 per cent. The fall of 1975 black enrollment is composed of 54 per cent females, compared to about 45 per cent females of other races. Black students more often tend to attend full-time than do white students (85 per cent compared to 79 per cent).

Recent increases in enrollment in The University are part of a national upward trend that appears to be coupled with the current economic situation. There is currently a strong propensity for students to return to college, either to complete interrupted degree programs or to pursue additional degrees. This is reflected to some extent by the increase in part-time and graduate student enrollment. Some of this increase might also be due partially to the recent great increase in Veterans Administration benefits. Last year, about 560,000 veterans attended four-year institutions nationwide on the G.I. bill. Recent estimates of the number of veterans drawing G.I. benefits in The University indicate that roughly 10,000 are currently enrolled. The proposed termination of this program would certainly have an impact on higher education enrollment, should it occur.

5. Contributions of The University

Throughout its history, North Carolina has placed emphasis upon the necessary role of higher education in the life of the State. Beginning with the first State Constitution of 1776, an obligation to provide higher education opportunities has been a conspicuous element in the development of North Carolina. This obligation is reflected in current constitutional provisions with respect to encouraging the means of education, the maintenance of a public system of higher education, and providing the benefits of public higher education to the people of the State at the lowest practicable cost to them.

Today, however, as is true of many other institutions, higher education has become the object of widespread skepticism. Increasingly, doubts are being voiced about whether the benefits of higher education are outweighed by its costs and burdens. The causes for this skepticism are many and complex. They include public reaction against the excesses of student unrest in the late sixties, student disaffection with the rigidities of some traditional higher education, hostility toward "liberal" institutions fomented during the early seventies, and the increasing costs of higher education.[5]

Additional doubts concerning higher education have become evident in recent months with the assertion that a college degree is no longer worth the investment because of its declining economic value. And some widely publicized recent research does seem to confirm that the ratio of the income of high school graduates to that of college graduates has risen slightly in this decade. It also indicates that recent college graduates have had to take jobs for which they were "overqualified," have had to accept jobs for which they were not trained, or have not found employment at all.[6]

---

[5] Alan Pifer, Higher Education in the Nation's Consciousness (New York: Carnegie Corporation, 1975), pp. 3-4.

The question is: Does higher education truly benefit both the individual and the society as a whole? For analytical convenience, the answer to this question outlined below can be divided into individual benefits and social benefits from higher education. While data considerations require an answer to this question based on national information and research, the answer is applicable in the North Carolina context.

The overall analysis to follow, based largely on new research sponsored jointly by the Carnegie Commission and The National Bureau of Economic Research finds that (1) formal schooling does yield a monetary "payoff"; (2) the payoff is not restricted to those with favorable family background factors or high ability; (3) higher education tends to enhance capacity for intelligent choice in many areas of human activity; (4) those with more education regard the acquisition of general knowledge as a much more important (productive) function of schools than preparation for specific careers[7]; and (5) higher education produces substantial social benefits through both its strictly instructional activities and its research and public service activities.

The benefits received by an individual investing in a higher education, the so-called personal or private benefits, may be pecuniary or nonpecuniary in nature. Certainly the most easily-quantified and often-studied topic in the economics of education is the influence of schooling on individual earnings.

---

[6] Pifer, op. cit., pp. 3-4.

[7] F. Thomas Juster, ed., Education, Income, and Human Behavior (New York: McGraw-Hill Co., 1975), pp. 41-42.

Among the primary personal benefits of investment in higher education are increased income and enhanced job security. On the average, there is little doubt that income rises with formal schooling levels, and that unemployment varies inversely with education. For example, the following table shows that the median income in 1974 of a male worker (25 years and older) with five or more years of college stood at $18,200, or about 45 per cent more than the median income for a comparable high school graduate ($12,600). Among younger males (25 - 34 years), a similar pattern of monetary advantage exists for the more highly-trained persons, and among females the relative benefits of a college degree are even more notable. It is clear, therefore, that additional years of schooling are positively associated with increased earnings in the labor market. Not as obvious are the actual rates of return on investment in higher education or the size of the differentials in earnings between persons with different educational attainment levels, after adjustments have been made for variations in ability and family background.

Specifically, if innate ability and educational attainment are positively correlated (as they have in fact been shown to be) and if innate ability and earnings potential are also correlated, then it is not clear that education by itself causes the observed higher earnings. Recent empirical work has attempted to filter out from the observed, gross returns to schooling the influence on earnings of both mental ability and family background, thus resulting in a "truer" measure of the independent effect of schooling on

TABLE 2-2

EDUCATION AND MEDIAN TOTAL INCOME IN 1974 --
PERSONS 25 YEARS OLD AND OVER

Schooling Level	Median Income Males	 Females
Less than 8 years	$ 7,912	$ 5,022
8 years	9,891	5,606
1 - 3 years high school	11,225	5,919
4 years high school	12,642	7,150
1 - 3 years college	13,718	8,072
4 years college	16,240	9,523
5 or more years college	18,214	11,790

Source: Current Population Reports, Series P-60, No. 101, U.S. Department of Commerce, Washington, D.C., January, 1976, Table 58.

earnings. Using IQ, high school rank, and other standards as (imperfect) measures of ability, these studies conclude (1) that omission of ability measures may bias upward the estimated returns to schooling (by about 20 per cent) and (2) that ability in its own right is an important determinant of earnings. Nonetheless, as noted by Juster,

> The estimated private returns [of schooling] . . . are only slightly less than returns to physical capital. On the other hand, none of these calculations include either private nonmonetary returns to investment in schooling . . . or social monetary or nonmonetary returns.[8]

Thus, the overriding conclusion from current research is that higher education pays a substantial monetary return to those who invest in it, even after careful adjustments are made for ability and background.

Unemployment rates of workers by schooling category tell a similar story. In March, 1975, the unemployment rate for college graduates (16 - 24 years) was 6.4 per cent, compared to 16.1 per cent for high school graduates, 24.6 per cent for high school drop-outs, and 30.4 per cent for those with less than 8 years of schooling.[9] Cyclical fluctuations in the economy, moreover, are much more likely to affect adversely those with fewer years of schooling. As the economy worsened between 1974 and 1975, for instance, the increase in joblessness was most apparent -- from 5.7 to 12.4 per cent -- among those workers who had completed less than 8 years of schooling. For college graduates the increase was quite small -- from 2.0 to 2.9 per cent.

---

[8] Juster, op. cit., p. 18.

[9] Robert Whitmore, "Special Labor Force Report -- Educational Attainment of Workers, March, 1975," Monthly Labor Review, February, 1976, pp. 46-48.

Turning now to the personal, nonpecuniary aspects of higher education, it may be cogently argued that the most important impact of higher education on individuals is not the enhancement of earnings potential, but rather the changes higher education causes in social and community attitudes, work habits, and in the development of constructive and positive behavior patterns within the constraints of a democratic society; and the immediate satisfaction of attending college and the satisfaction which families derive from the opportunities that become available to their children through higher education. To this can be added the life-long personal rewards gained in knowledge, understanding, and heightened aesthetic appreciation.[10]

But there are also more mundane benefits. Recent research on labor force participation of women has demonstrated, *inter alia*, that the rearing and training of children is a relatively productive activity for married women and that their productivity in this area is enhanced by higher education. Women with more education spend less time in activities related to home maintenance and considerably more time in activities related to child care. Time spent with children is also significantly greater for *husbands* with more highly educated wives. It would seem, therefore, that education plays a significant role not only in the current distribution of jobs and income, but also in providing for children's education. Other research indicates that persons with higher education on the average tend to regard their work as more challenging and interesting, and as holding a greater promise for advancement, than do persons with fewer schooling years. In addition, these studies consistently report that persons with higher education are more efficient consumers and have a greater ability to manage their own private financial affairs and investments. Further, the data strongly suggest that "those with more education regard the acquisition of general knowledge as a much more important (productive) function of schools than preparation for specific careers."[11]

---

[10] Howard R. Bowen and Paul Servelle, *Who Benefits from Higher Education -- and Who Should Pay?* (Washington: American Association of Higher Education, 1972), p. 21.

Social benefits from higher education or the advantage gained by society as a whole due to investment in higher education derive partly from the instructional activities of higher education and partly from the research and public service activities.

Bowen and Servelle summarize the benefits from these activities as follows:

> [Higher education through its instructional activities] raises the quality of civic and business life by providing an educated political leadership, by preparing people for good citizenship, by providing the host of volunteer community leaders needed to make society function, and by supplying a large corps of people who can bring humane values and broad social outlook to government, business, and other practical affairs. Higher education results on the whole in improved home care and training of children. It produces millions of persons who enter essential professions having compensation below rates paid for work requiring less education -- for example, teachers, clergymen, nurses, social workers, and public officials. Colleges and universities are centers for the propagation of social change or change in public policy, for example, in race relations, . . . , and environmental policy -- though not everyone regards this function as beneficial. Colleges and universities provide a vast and versatile pool of specialized talent available to society for a wide variety of emergent social problems. This talent is informed

---

[11] Juster, op. cit., p. 41.

> and expert on problems of many kinds, for example, rare diseases, foreign policy, pollution, urban planning, unemployment, taxation, water supply, and thousands of others. The standby value of this pool of talent is enormous. Finally, higher education contributes refinement of conduct, aesthetic appreciation, and taste, and thus adds to the graciousness and variety of life.
>
> Through activities in research, scholarship, criticism, creative art, and public service, higher education also produces social benefits of great value. We shall refer to these as the "scholarly activities" of colleges and universities. Through research, higher education produces knowledge which is a good in itself, which is the foundation of our technology (broadly defined), and which provides the ideas and means for shaping the future. Through scholarship, colleges and universities preserve the cultural heritage, interpret it to the present, discover values and meanings and distill wisdom out of past experience. Through social and artistic criticism, they screen and evaluate ideas of the past and present. As patrons and promoters of the arts, they are among the chief centers in our society of artistic creativity. As centers of public service, they provide medical clinics, agricultural extension, professional conferences, and consultation on public and private problems. To sum up, higher education is a major factor in the preservation and transmission of the cultural heritage, in the formation of the culture of the future, and in the solution of immediate problems . . . merely by identifying -- vaguely to be sure -- the social benefits from higher education, one establishes that they are substantial.[12]

These remarks describe succinctly the contributions of higher education generally, and the contributions of The University of North Carolina to the State, to the larger community, and to the students who attend and graduate from its institutions.

---

[12] Bowen and Servelle, op. cit., pp. 25-26.

6. The Resources of The University

a. Human Resources

The ability of The University of North Carolina and each of its constituent institutions to contribute needed programs of instruction, research, and public service is dependent upon the quality and quantity of the resources available to The University and its institutions and upon the effective use of those resources. The most important of these are the human resources -- the students, the faculty, and the administrative staff.

(1) Students

The first human resource of The University of North Carolina and its constituent institutions is the students who are enrolled for courses of study. Their education is the central purpose for which The University and its institutions exist. The language of the University charter of 1789 is instructive in its declaration that

> in all well regulated governments it is the indispensable duty of every Legislature to consult the happiness of a rising generation, and endeavor to fit them for an honourable discharge of the social duties of life, by paying the strictest attention to their education. . . .

The basic contributions of The University to the State and to the Nation are through its students and their individual contributions through life as citizens and in their chosen vocations.

Student enrollments in the 16 constituent institutions, and student access to higher educational opportunities, are discussed elsewhere in this plan. It is appropriate here to give a general profile of the students now enrolled. In the fall of 1975, there were 85,710 undergraduates, 14,099 students enrolled in master's programs, 1,734 enrolled in first professional programs, and 3,243 enrolled in doctoral programs -- or a total of 104,786.

The great majority, 88.1 per cent, were citizens of North Carolina. There were 55,445 men (53 per cent) and 49,341 women (47 per cent). Black students comprised 18 per cent of the total enrollment. Part-time students were 20 per cent of the total, indicative of the expansion of efforts by the institutions to serve the non-traditional college-age population.

(2) Faculty and Administrative Staff

(a) Numbers and Types of University Personnel

North Carolina statutes and conforming University policies establish two basic categories of personnel: SPA and EPA. "SPA employees" are those persons who are subject to the State Personnel Act. Their job classifications and grades, salaries, fringe benefits, and other perquisites are established under the policies and regulations of those agencies of the State responsible for the administration of the State Personnel Act (G.S. Chapter 126). As of November 1, 1975, there were 10,904 full-time equivalent SPA positions in The University. This number includes those paid from such sources as auxiliary enterprise receipts as well as from appropriations. There were then 2,743 SPA persons at North Carolina Memorial Hospital. The largest numbers of SPA employees were in secretarial or clerical staff positions (5,251 full-time personnel) and inservice and maintenance positions (4,734 full-time personnel). The other SPA staff were in various managerial, professional, and technical positions.

"EPA personnel" are those employees who are exempt from the State Personnel Act. This category includes instructional and research staff, senior academic and administrative personnel (a substantial number of whom also have faculty appointments), and several other groups of non-faculty academic personnel. As of November 1, 1975, there were 7,768 full-time and 263 part-time EPA employees in The University (excluding North Carolina

Memorial Hospital, Agricultural Extension Service, and Agricultural Experiment Station). In the EPA category there are also significant numbers of faculty members and other academic personnel who are supported in whole or in part from grants, contracts, receipts, and other non-appropriated sources. The largest concentrations of such support are in The University of North Carolina at Chapel Hill, where, e.g., approximately 40 per cent of salary funds in the School of Medicine are generated from clinical receipts and contracts and grants, and at North Carolina State University at Raleigh, where federal funds provided to the Agricultural Extension Service and Agricultural Experiment Station support in whole or in part many instructional and research personnel in those units and in the School of Agriculture and Life Sciences. University-wide, in 1975-76 there are 9,663 authorized, full-time EPA positions of which 6,052 are teaching positions and 271 are house staff and managerial personnel at North Carolina Memorial Hospital.

Federal reporting requirements established in 1975-76 to monitor compliance under the State plan for desegregation and the affirmative action program called for a comprehensive classification of all EPA employees (not counting those in North Carolina Memorial Hospital) into these four groups: (1) Instructional faculty - all persons holding academic rank whose principal or exclusive assignments of duties are in teaching and research. There are 6,044 full-time employees in this group. (2) Executive, administrative, and managerial - All persons with major responsibilities for administration of an institution or a department or other major institutional subdivision, although they may also have academic rank. This group includes the Chancellors, vice chancellors, deans, directors, most department heads or chairmen, and other administrative personnel. Many in this group (e.g., department heads and deans) also regularly have teaching responsibilities. There are 922 full-time employees in this group. (3) Professional personnel - Persons who have responsibilities that require specialized training who are not included in (1) or (2) -- e.g., librarians or student health service physicians or various counselling personnel. There are 549 full-time employees in this group. (4) Technical, para-professional, and other personnel - This includes persons whose responsibilities require specialized training that may be acquired by academic training below the baccalaureate level or through other experience, such as draftsmen, illustrators, and some computer personnel. There are 252 full-time employees in this group. The largest group of EPA personnel is, of course, the instructional faculty. University-wide, the 6,044 full-time instructional faculty were distributed by rank in November, 1975, as follows:

Table 2-3

FACULTIES OF THE CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA BY RANK

Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Other
1,457	1,512	1,912	833	143	187

This distribution by ranks is the result of decisions made locally over many years in conformity with institutional policies (if any) respecting the distribution of faculty by ranks. While all appointments and promotions resulting in the conferral of permanent tenure must now be approved by the Board of Governors, the Board has adopted no policies with respect to the rank structure of any of the constituent institutions or the number or proportion of faculty members who may be given permanent tenure. A complete listing of teaching faculty, as noted above, would include a substantial number of those individuals included in the "executive, administrative, and managerial" classification.

(b) Faculty

The efficiency and effectiveness of the institution is dependent upon the performance and commitment of students and of all groups of employees -- faculty, administration, and supporting staff. A university's quality and character are fundamentally dependent upon the qualifications, industry, and commitment of its faculty. No other resource has the direct involvement and influence that the faculty has in determining the standards that govern the performance of basic University responsibilities and its fundamental contributions in teaching, research, and public service.

A primary obligation of each constituent institution, therefore, is to work to recruit and retain the best qualified faculty that it can. Its ability to fulfill this obligation is dependent upon many institutionally-related factors, some principal ones being the salary resources at its disposal, along with other benefits; its commitment to academic freedom and responsibility; its adherence to personnel practices and policies which meet high standards of fairness in faculty personnel decisions, while maintaining professional standards that promote excellence and balanced effort in teaching, research, and service in the operation of its educational programs; and its provision of appropriate mechanisms and procedures that assure faculty involvement and participation in making institutional policy. All of these factors require mutual commitment and obligations on the part of both faculty and administration.

[1] Student-Faculty Ratios

The basic complement of teaching positions of each institution is determined by its student-faculty ratio -- i.e., the ratio of budgeted full-time equivalent students to budgeted full-time teaching positions. This ratio in the constituent institutions historically has been more a derivative of budgetary decisions than a basis for budgetary decisions. In 1971, prior to reorganization, the General Assembly took budgetary actions that significantly altered this ratio in a number of institutions. For those institutions offering programs through the doctoral level, a ratio of 14.5:1 was used as the basis for appropriations for continuing operations (basically the "A" budget as it was designated at that time). For other institutions a ratio of 16:1 was used, excepting Health Affairs at The University of North Carolina at Chapel Hill, the medical education program at East Carolina University, and The North Carolina School of the Arts. These actions resulted in a net loss of 186 full-time teaching positions in the 16 institutions.

The Board of Governors has worked within this framework of ratios in its budget allocations beginning in 1973. Institutional ratios have been altered by the allocation of additional teaching positions only for such purposes as clinical instruction in health professional degree programs or to initiate needed new programs.

The current budgeted ratios are depicted in Table 2-4.

Table 2-4

STUDENT-FACULTY RATIOS IN THE UNIVERSITY OF NORTH CAROLINA

1975-76

Major Research Universities	Student-Faculty Ratio
North Carolina State University	14.3:1
UNC-Chapel Hill[a]	14.5:1
Doctoral-Level Universities	
UNC-Greensboro	14.2:1
Comprehensive Universities	
Appalachian State University	16.0:1
East Carolina University[b]	15.3:1
North Carolina A & T State University	15.6:1
North Carolina Central University	16.0:1
UNC-Charlotte	15.7:1
Western Carolina University	15.8:1
General Baccalaureate Institutions	
Elizabeth City State University	15.9:1
Fayetteville State University	15.7:1
Pembroke State University	16.0:1
UNC-Asheville	15.7:1
UNC-Wilmington	15.8:1
Winston-Salem State University	15.4:1
Specialized Institutions	
North Carolina School of the Arts	8.2:1

---

[a] Excludes the Health Affairs Division.

[b] Excludes the School of Medicine.

The Board of Governors does not propose any comprehensive modification of these ratios in the present budgetary context, although there appear to be imbalances that in time will require attention. To the extent that resources are available to it, the Board will for the present make any institutional ratio alterations that may be necessary on the basis of priorities developed in academic program planning.

[2] Faculty Qualifications

One basic measurement of the faculty of an institution is the earned degrees of its members. Generally, institutions should seek to bring to their faculties individuals having the appropriate highest earned degree in their fields of teaching and research. In most instances this will be the doctorate or the first professional degree. There are important general exceptions, as in such fields as the performing arts where a master's degree may be the appropriate terminal degree. Further, there will need to be individual exceptions, where by virtue of other experience or training an individual may demonstrate necessary qualifications without the earned doctorate or first professional degree.

Table 2-5 indicates the percentage distribution of highest earned degrees among full-time faculty in the 16 constituent institutions. The data include the 6,044 persons designated as instructional faculty, plus administrative personnel having academic rank who were, in the fall semester, 1975, engaged half-time or more in instruction and research.

Table 2-5

PERCENTAGE OF FACULTY OF THE UNIVERSITY OF NORTH CAROLINA HOLDING DEGREE INDICATED
Fall, 1975

Institution	Doctor's[a]	First Professional	Master's	Baccalaureate	Other
ASU	64.8	.7	32.4	2.1	--
ECU[b]	46.7	--	44.9	8.0	.4
ECSU	22.2	--	70.4	6.2	1.2
FSU	30.8	.8	64.6	3.0	.8
NC A&T	36.8	1.6	51.0	9.0	1.6
NCCU	30.0	3.9	64.6	1.5	--
NCSA	2.4	--	37.8	28.0	31.8
NCSU-					
Academic	68.2	.7	23.8	6.6	.7
Extension	44.5	--	42.0	13.0	.5
PSU	46.8	--	50.5	2.7	--
UNC-A	73.0	1.6	20.6	4.8	--
UNC-CH-					
Academic	73.3	7.6	16.6	2.3	.2
Health	37.5	38.2	20.3	3.5	.5
UNC-C	61.5	1.7	32.1	3.7	1.0
UNC-G	64.4	--	30.6	3.7	1.3
UNC-W	49.7	.6	42.7	6.4	.6
WCU	58.9	--	36.8	3.1	1.2
WSSU	36.1	--	54.6	9.3	--
Total	54.5	6.2	33.1	5.3	.9

---

[a] Includes Ph.D. and Ed.D.

[b] Excludes School of Medicine.

In many academic disciplines, the market situation at the present time (in contrast to the 1960's) is such that institutions are able to recruit new faculty who have the appropriate terminal degree. The Board of Governors looks to each institution to work to this end. An additional step that would contribute to the strengthening of faculties is a program to provide support for qualified individuals already holding faculty appointments to complete their doctoral studies on leaves of absence. The predominantly black institutions have some funds for this purpose through State appropriations begun in 1969 to strengthen developing institutions and through Title III grants from the United States Office of Education. Additional funding of programs of this nature for these and other institutions is desirable. All institutions would benefit from programs to provide leave for research or other special purposes. This entire area of faculty development is one that requires further study, but, for reasons that will be indicated, high priority has been given to seeking funds to provide salary increases.

(c) Compensation

A critical area of current concern with respect to faculty and to all University staff is that of compensation. The essence of the problem can be seen in this table:

Table 2-6

ACADEMIC SALARY INCREASE AND INFLATION RATES COMPARED

1971-72 to 1975-76

Academic Salary Increase Appropriations		Inflation Rate[a]	
1971-72	5.0%	1971	4.4%
1972-73	5.0%	1972	3.0%
1973-74	5.0%	1973	5.7%
1974-75	7.5%	1974	11.8%
1975-76	.9%	1975	9.4%

---

[a] Change in Consumer Price Index from July to July

Faculty and other academic staff of The University of North Carolina have demonstrably been losing in the battle of inflation. Over a period of five years, characterized by extraordinarily high inflationary pressures, real income has markedly declined. This is not a phenomenon peculiar to The University. It is a national and State problem that has been felt by all segments of the population.

The problem for The University has become particularly acute during the fiscal stringencies facing the State during the last year. Because of an estimated revenue shortfall, no general salary increase funds were appropriated by the 1975 General Assembly. An appropriation of slightly under one per cent of EPA employees' salaries was made to The University, as the counterpart of an increase of approximately two per cent made available for automatic and longevity increases for SPA employees. The net effect, however, for The University and all State agencies, was a situation not experienced in more than two decades in that no general salary increase was made available, and this situation came in conjunction with an already serious decline in real income because of inflation.

The University's experience was not consistent with national trends in 1975. Preliminary survey data provided by the National Center for Education Statistics indicate that, nationally, mean salaries of full-time instructional faculty rose by 6.2 per cent in public institutions and by 5.9 per cent in private institutions.[13] The competitive standing of the constituent institutions of The University is being seriously eroded.

Comparable national data are not available for other groups of academic (EPA) personnel, but the same general pattern is indicated. The need for salary increments is clearly a matter of highest priority. The alternative is a further decline in the competitive position of The University, adverse effects on morale as purchasing power erodes, and a weakening in the quality of public higher education.

---

[13] These data are based on survey responses from 2,782 institutions. They do not include medical faculty.

b. Libraries

The libraries of the constituent institutions of The University of North Carolina are valuable resources for every major function of The University and are essential to all instruction and research. These libraries acquire, catalogue, and circulate books, periodicals, public documents, and other materials. They provide comprehensive information and reference service to students, faculty, and other users outside the institutions for a variety of purposes.

The total library holdings of The University (including health and law libraries) in mid-1975 included 5,593,110 bound volumes, and 817,458 book titles represented by microforms, and 2,548,304 separate government documents. Reflecting the increasing emphasis on expanded library functions to include all types of learning resources and instructional media, there were also 15,444 motion picture films, 61,566 audio-recordings, 12,331 filmstrips, and thousands of other audio-visual materials including slides, transparencies, video-tapes, cassettes, flat pictures, maps, and charts. Libraries of constituent institutions then received over 58,265 periodicals and newspapers by subscription.

Libraries of the constituent institutions in the fiscal year 1974-75 employed 274 professional librarians and 489 supporting personnel, including technicians and clerical staff. Student assistance (for an annual total of 322,130 hours) supplemented the work of regular employees. Assignable area for library use within The University is over 1,400,000 square feet, with a total shelving capacity of over a million linear feet and a total seating capacity of approximately 17,000 persons.

The libraries of the constituent institutions of The University during regular academic terms are open seven days a week for an average of 91 hours of service per week. To maintain the collections and offer essential services, the libraries of the constituent institutions expended over $16,000,000 during the period from July 1, 1974, to July 30, 1975.

Membership in the Southeastern Library Information Network (SOLINET) affords to the library on each campus the most advanced computerized bibliographic data base in the United States. Funded in part by grants from the Babcock and Reynolds Foundation, SOLINET is a computerized union catalogue and shared technical processing system linking and automating over a hundred libraries in the Southern region. The system permits member libraries access through a telephone terminal to a central computerized data base of approximately one million bibliographic items, including everything acquired by the Library of Congress in the past ten years. The current service in bibliographical search, cataloging single issue material, and processing interlibrary loans is substantial. The potential it offers for serials processing and cataloging, automated acquisitions, and computerized circulation procedures is great.

c. Specialized Research Programs

The University was awarded $47.6 million in contracts and grants in 1973 in support of some 2,100 research projects. An estimated $20.4 million of the total was devoted to discipline-oriented research and the remainder was focused on specific problems or subject areas through various institutes and centers.

A high percentage of all sponsored research is concentrated in the fields of health, agriculture, and engineering. In 1973, it was estimated that the health field accounted for 29 per cent of all sponsored research funds, agriculture received 26 per cent, and engineering four per cent.

Another way of viewing the specialized research of The University is in terms of the percentages devoted to various societal needs and issues: the advancement of science and technology 16.2 per cent, agricultural productivity 6.6 per cent, energy conversion 9.3 per cent, transportation 13.9 per cent, health 32.0 per cent, environment 11.7 per cent, socio-economic security 3.5 per cent, education 2.9 per cent, and other 3.9 per cent.

Although a considerable quantity of research is conducted by regular departmental faculty, there are several large, specialized programs and organizations that have research as a major or sole function. Some of the major inter-institutional programs include: (1) the Agricultural Experiment Station, involving North Carolina State University at Raleigh, The University of North Carolina at Greensboro, and North Carolina Agricultural and Technical State University; (2) the Highway Safety Research Center, involving The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh; (3) the Institute of Nutrition, involving The University of North Carolina at Chapel Hill, The University of North Carolina at

Greensboro, and North Carolina State University at Raleigh; (4) the Marine Sciences Program, involving North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, The University of North Carolina at Wilmington, and East Carolina University; (5) the Triangle Universities Computation Center, involving The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and Duke University; (6) the Triangle Universities Consortium on Air Pollution, involving The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh; (7) the Triangle Universities Nuclear Laboratory, involving The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and Duke University; and (8) the Water Resources Research Institute, involving North Carolina State University at Raleigh, East Carolina University, The University of North Carolina at Chapel Hill, and The University of North Carolina at Wilmington.

The Agricultural Experiment Station is one of the larger specialized research programs of The University. There are 20 agricultural research stations, forests, and farms for conducting research under varying conditions throughout the State. These stations and other specialized research resources are integrated into the overall operations of the School of Agriculture and Life Sciences at North Carolina State University at Raleigh.

In addition to these multi-campus institutes and programs, several of the institutions have programs focusing on specific problems or subject areas. These are administered generally by special purpose institutes or centers.

In 1974 there were 17 such institutes at The University of North Carolina at Chapel Hill, 12 at North Carolina State University at Raleigh, three at North Carolina Agricultural and Technical State University, two at North Carolina Central University, and one each at East Carolina University, The University of North Carolina at Charlotte, The University of North Carolina at Wilmington, and Western Carolina University. They are:

East Carolina University

1. Institute for Coastal & Marine Resources

North Carolina Agricultural and Technical State University

1. Institute for Research in Human Resources
2. Manpower Research & Training Center
3. Transportation Institute

North Carolina Central University

1. Minority School Biomedical Support Program
2. Institute of Desegregation

North Carolina State University at Raleigh

1. Center for Urban Affairs & Community Services
2. Center for Rural Resource Development
3. Southeastern Plant Environment Laboratories
4. Center for Occupational Education
5. Engineering Design Center
6. Engineering Research Services Division
7. Center for Marine & Coastal Studies
8. Furniture Research & Development Application Institute
9. Minerals Research Laboratory
10. Pesticide Residue Research Laboratory
11. Reproductive Physiology Research Laboratory
12. Institute of Statistics.

The University of North Carolina at Chapel Hill

1. Carolina Population Center
2. Center for Urban & Regional Studies
3. Child Development Institute
4. Health Services Research Center
5. Institute of Government
6. Institute of Latin American Studies
7. Institute of Marine Sciences
8. Institute of Outdoor Drama
9. Institute for Research in Social Science
10. Materials Research Center
11. L. L. Thurstone Psychometric Laboratory

The University of North Carolina at Chapel Hill (continued)

12. Social Research Section, Division of Health Affairs
13. Research Laboratories of Anthropology
14. Laboratories for Reproductive Biology
15. Institute for Speech & Hearing Sciences
16. Center for Alcoholic Studies
17. Dental Research Center

The University of North Carolina at Charlotte

1. Institute for Urban Studies & Community Service

The University of North Carolina at Wilmington

1. Institute of Marine Biomedical Research

Western Carolina University

1. Economic Development Center

The sponsored research programs of The University have grown rapidly over the last ten to fifteen years. This reflects the developing status of The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh as major national research institutions. The funds awarded these institutions from the federal government and other sponsoring institutions have increased in spite of the fact that these programs have not expanded nationally in the last few years.

d. Special Service Activities

Each institution within The University of North Carolina provides some form of educational services to the public, that is, to people not regularly enrolled as its resident students. In 1974, 12 of the constituent institutions reported more than 90,000 registrations in off-campus general extension programs. There were thousands more who received some form of technical assistance which is not regularly reported.

In general, the public services of The University are delivered in the form of organized programs in which regular departmental faculty provide the instruction. These programs may be designed to update the knowledge of professionals, to inform people on various public affairs issues, or to provide citizens the opportunity for cultural and personal enrichment.

There are several specialized organizations, however, which have a mission oriented to a specific clientele group or subject-matter area. These programs are largely concentrated at North Carolina State University at Raleigh and The University of North Carolina at Chapel Hill. The largest of these specialized service programs is the Agricultural Extension Service at North Carolina State University at Raleigh. This program, which also involves The University of North Carolina at Greensboro and North Carolina Agricultural and Technical University, has been in existence since 1914. It is supported by annual federal appropriations as well as State and county funds. The Agricultural Extension Service has offices in every county in North Carolina. Its program focuses on increasing the efficiency of the agricultural economy and improving the overall quality of rural life in North Carolina. In 1973-74, nearly four million contacts were made with people by personnel of the Agricultural Extension Service.

North Carolina State University at Raleigh also operates the Industrial Extension Service through its School of Engineering. The purpose of this Service is to extend the resources of the School to the people of the State and contribute to the State's economic development. The Industrial Extension Service has an annual budget in excess of $500,000 and 19 full-time professional staff members.

In recent years the School of Textiles at North Carolina State University at Raleigh has created a very important service to the textile industry, focused on extending the services of faculty of the School of Textiles through their involvement in short courses and seminars relating to specific problems of the textile industry.

The University of North Carolina at Chapel Hill is the home of the Institute of Government. This institution is the largest of its kind in the country. Its faculty aids State and local governments in North Carolina with a wide range of instructional, research, and advisory services.

The University of North Carolina Press, founded in 1922, is the oldest publisher of scholarly and regional books in the South, and has drawn national recognition for the quality of its work. It serves both the publishing aspirations of faculty members and the need of the State for critical and constructive examinations of its society, its economy, and its history.

The University of North Carolina also operates North Carolina Memorial Hospital, which provides patient care and health care support services. The first priority of the Hospital since it opened in September of 1952 has been to serve the people in North Carolina as a major referral center and to provide high quality health care services. The North Carolina Memorial

Hospital has a capacity of 650 beds and provides more than 141,000 patient days of service a year.

The Area Health Education Center program, which is also centered at The University of North Carolina at Chapel Hill, has as its purpose increasing the quality and quantity of all health personnel with attention to the geographic distribution of personnel. It is a cooperative venture which draws upon the talents and resources of community hospitals, community health centers, public health departments, the health professional schools and all other institutional health resources. A major purpose is to relate education programs of the University to patient care services in each of these institutions. The AHEC program is organized into nine regions covering the entire State.

The University of North Carolina Television Network is a public service activity which reaches across the entire State. Programs for the network are produced in studios at North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill and The University of North Carolina at Greensboro. In addition, programs are acquired from the Public Broadcasting Service, Great Plains National ITV Library, National Instructional Television Library, other ETV stations, and various commercial program distributors.

In 1976, the network will provide about 3,600 hours of television programs, of which about 300 hours will be produced in North Carolina. Some 50 per cent of the programs are instructional in purpose. The remainder may be characterized as informational and cultural.

There are many other services, not readily classified, which The University provides to the State. They include major research libraries and special collections, theater programs, concerts, student recitals, art exhibitions, lectures, and intercollegiate and intramural sports. Through these kinds of activities, all of the constituent institutions offer cultural, intellectual, and recreational benefits to the State and its citizens.

e. Information Resources

Information resources in The University of North Carolina consist chiefly of personnel assigned to that function as a principal activity, the management information systems and supporting computers of General Administration and the several institutions, and a structured and recurring series of reports either designed for or used by The University to gather data necessary for sound policy analysis and decision.

The General Administration maintains a staff of six persons engaged full time in providing information services to the President and his staff. They report to the Vice President for Planning. This element of the Planning Division is responsible for (1) determining the informational needs of the Board of Governors, the President, and his staff; (2) designing appropriate studies, analyses, and procedures to meet those needs; (3) translating the needs for information to the 16 constituent institutions and working with those institutions to assure comparability of response capability and accuracy of data; and (4) processing and preparing both routine and special reports required by agencies of the State of North Carolina and the federal government.

Each of the 16 constituent institutions of The University maintains a staff commensurate with its size which is dedicated to the function of institutional research. The Director of Information Services of the General Administration works directly with the 16 campus directors of institutional research to communicate informational needs, help develop common understanding of and response to reporting requirements, and provide assistance where needed to improve institutional procedures. Internally, the directors of institutional research coordinate the staff capacities of their own institutions to meet campus needs for management information and to meet the requirements of the General Administration.

Each institution has developed, in varying degrees of sophistication, management information systems that serve both their internal and external informational needs. In many instances, these systems are maintained on and served by computers, and the essential computer data bases are designed to generate both specialized and recurring reports as required. It is a major objective of the General Administration to help all institutions reach a high level of competence in this area, and to develop all possible opportunities to help them increase their efficiency and avoid cost duplication.

As noted elsewhere in this plan, present demands for information by the federal government and other agencies are so great that they nearly saturate those resources that The University is able to apply to this function. As a consequence, there is an acute awareness on the part of the General Administration of the need to exercise restraint in the imposition of reporting requirements on the institutions. Therefore, the principal data base to be used for management information will be the composite and minimal data base necessary to meet continuing requirements.

The chief use of statistical data concerning The University is to prepare an annual report for the Office for Civil Rights (OCR) of the Department of Health, Education and Welfare (HEW). In addition, all institutions of The University of North Carolina participate in the annual federal Higher Education General Information Survey (HEGIS). To fill in gaps in data reported to these agencies and to meet known internal requirements, The University has designed a report series entitled North Carolina

Higher Education Data (NCHED). The aggregation of the unduplicated data elements required to prepare these reports, plus the addition of 13 selected data elements for personnel and students, constitutes the data base used as our information resource. Through data base management and updating, The University fills most of its informational needs. While specialized reports will be required from time-to-time, the General Administration will continue to rely upon and refine this information process.

f. Budget

(1) Introduction

The purpose of this section is to describe The University of North Carolina in terms of the financial policies under which it operates and its budget, both current and capital, and to outline the procedures established by law and by the Board of Governors for the exercise of its budget-making authority. The current operating budget provides for the maintenance of operations at the 16 constituent institutions and the non-institutional programs administered by the Board of Governors. Data for the fiscal year 1974-75 serve as the principal means of describing the current budget. A comprehensive view of the capital budget, which provides for new construction, expansions, and improvements to existing facilities and for land acquisition, requires the use of information covering a longer period of time than a single fiscal year. The budget process, although differing in minor detail from one preparation-execution cycle to another, is described without elaboration on such differences.

(2) Financial Policies

The early (1776) constitutional commitment of the State of North Carolina to the maintenance of public institutions of higher education was made more explicit in the Constitution of 1868 and was broadened to provide for a public system of higher education in the Constitution of 1971. That instrument declares that "[t]he General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise." [Constitution of North Carolina, Article IX, Section 8 (1971)] The Constitution of 1868 had declared that "[t]he General Assembly shall provide that the benefits of the University as far as practicable, be extended to the youth of the State free of expense for tuition . . . ." (Emphasis added.) [Constitution of North Carolina, Article IX, Section 6 (1868)] The Constitution of 1971 significantly altered that provision to direct that "[t]he General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense." (Emphasis added.) [Constitution of North Carolina, Article IX, Section 9 (1971)]

Thus the State has established by the most formal means available to it two fundamental policies: First, that it will meet the higher education needs of its citizens chiefly through the maintenance of public institutions for the purpose, and second, that the basic costs of providing instruction and other services ("benefits") to its citizens through those institutions will be met by the State. From these basic premises have been derived a number of financial policies -- some through legislation, some through administrative action, and some through action of the Board of Governors and its predecessor governing boards -- with respect to the financing of The University of North Carolina.

Current annual State General Fund appropriations for the maintenance of The University of North Carolina and its 16 campuses are $255,819,708. This amount is 14.9 per cent of the total 1975-76 appropriations from the State's General Fund. The conversion of those public resources into "benefits . . . extended to the people of the State" will, in financial terms, be approximately in accord with the distribution of the funds for 1974-75 as reported in the following pages. The purpose of the following paragraphs is to identify the relationship of other resources to this basic commitment of public funds.

Instruction is the principal and most expensive single activity of The University of North Carolina. Tuition and academic fees are considered an offset to the appropriations required to maintain the academic budget of The University. Originally they constituted the principal source of The University's income, and although the General Assembly began appropriating funds to the operating budget of The University in 1881, tuition and fees still constitute a substantial source of income to all of the constituent institutions and one that is anticipated in their budgets.

State law has long acknowledged that differential tuition rates may be charged residents and non-residents of North Carolina, and for many years non-residents have paid higher tuition rates in all of the constituent institutions than do residents. Currently the non-resident rate is about three times that for residents.

One of the responsibilities of the Board of Governors is that of fixing tuition and fees, not inconsistent with actions of the General Assembly on the subject. Prior to the creation of the Board of Governors, the fixing of tuition and fees rested with the various Boards of Trustees, except as the General Assembly chose to act on the subject. As a result, the Board of Governors inherited a tuition and fee pattern which varied widely among similar institutions.

The Board of Governors addressed this issue in its first (1973-75) budget request. One action then taken was to combine tuition and academic fees, which were direct appropriation offsets. Another step taken was the development of a three-year plan for equalizing in-state tuition and academic fee charges at institutions with similar degree-granting authority. This plan also provided for a modest increase in these fees for the purpose of offsetting some of the inflation-caused increased costs of instruction. Tuition charges at each institution generally are the same for undergraduate, graduate, and professional school students within the two main categories of State residents and non-residents; the principal exception is found in the health sciences. Thus the tuition paid by a particular student ordinarily will not be immediately related to the cost of teaching him.

The 1971 General Assembly directly set specific tuition rates for out-of-state students and in doing so, substantially increased the tuition paid by those students. The Board of Governors has made no attempt to change tuition rates for out-of-state students since that time. The General Assembly has taken no similar, direct action on rates for in-state students; however, the Board's authority to set rates for in-state students is always subject to actions of the General Assembly. Historically, the budgets established by the legislative process have anticipated receipts from students that were based on specific, anticipated tuition rates for both in-state and out-of-state students. As a result, the Board finds itself in the position of having to adopt those rates in order to make possible the expenditures it is authorized by the General Assembly to make.

Most other student charges recorded in the academic budgets, in contrast to tuition and academic fees, are not considered as appropriate offsets but as direct support of the services for which they are assessed. An example is the application fee, which is a service charge for processing applications from prospective students. The revenue from this fee provides partial support to the operation of the campus admissions offices.

In addition to the student fees recorded in the academic budgets, there are other student fees that are charged and serve as the main source of support for the respective activities with which they are associated. Examples of these fees are athletics fees, health service fees, and student activities fees. These are student services which the General Assembly has consistently felt should be financed from student charges and from which historically no maintenance appropriation support has been available. Other student charges are made to meet commitments undertaken in connection with the sale of revenue bonds for the purpose of providing revenue-producing facilities, such as dormitories and student centers. These charges are required to meet debt service obligations and to maintain and operate the facilities constructed from bond proceeds. Since about 1960, the General Assembly has required that facilities of this nature be financed on a self-liquidating basis, whereas earlier (although no consistent policy existed) it was not uncommon for legislative appropriations to be made for facilities of this nature.

Instructional costs, as identified for 1974-75 later in this chapter and further defined elsewhere in this document, must be subdivided into three parts for examination of current means of financing: regular session, summer session, and off-campus programs. As implied above in the discussion of tuition charges, the major portion of regular session instructional costs are borne from appropriations. While the State support for instruction during summer sessions is a significant factor, the major portion of the funds comes from student tuition and academic fees, a policy based perhaps on an obsolete conception of who attends summer school and why. Students receiving instruction off-campus share an even larger proportion of the costs of instruction, only the administrative costs of these programs being borne by State appropriations.

The second basic role of The University is research. In terms of its financing, research has two aspects: "departmental research" and "organized research." Departmental research is carried on by faculty members as a part of their regular professional pursuits and is closely tied to their roles as teachers and as scholars. This type of research receives its basic support from State appropriations, although it is often augmented by grants from outside agencies, federal, State, and private. These additional funds generally are provided to finance research on a specific subject of concern to the granting agency or organization. Grants of this nature normally are made for a specific period of time and are non-recurring, in contrast to State funds, which are generally considered to be available on a continuing basis and to support departmental research in general.

Organized research differs from departmental research in part because it is primarily supported by grants from federal and private agencies.

Research of this nature is almost always directed toward specific topics and is generally conducted through institutes or centers established within The University to facilitate research. While these institutes and centers are continuing in nature, the research efforts they carry out often are focused on specific projects which are undertaken to produce results within a specified time. The major source of funds for this type of research is the federal government.

(3) The Current Operations Budget

The current operating budget of The University of North Carolina for the fiscal year ending June 30, 1975, was $531,279,413. This budget encompassed income from all sources and expenditures for all purposes. Further perspective may be gained from a simple breakdown of the total budget by organizational entity. Unique characteristics of the established accounting and reporting systems require that subsequent analyses be directed toward identifiable segments of the current operating budget.

The 1974-75 budgets of the major organizational units of The University of North Carolina were:

Appalachian State University	$ 28,253,697
East Carolina University	32,846,234
Elizabeth City State University	5,716,243
Fayetteville State University	6,423,663
North Carolina A & T State University	18,676,655
North Carolina Central University	12,566,063
North Carolina School of the Arts	3,045,070
North Carolina State University at Raleigh	100,931,004
Pembroke State University	5,408,813
University of North Carolina at Asheville	3,251,016
University of North Carolina at Chapel Hill	187,518,464
University of North Carolina at Charlotte	17,129,421
University of North Carolina at Greensboro	27,392,166
University of North Carolina at Wilmington	7,300,469
Western Carolina University	19,786,395
Winston-Salem State University	7,914,076
General Administration	5,241,789
North Carolina Memorial Hospital	41,878,175
Total	$531,279,413

Of the above total, $363,977,899 was administered as "State Budget Funds-Academic". This segment of the budget was supported by $111,284,415 of receipts generated by the institutions and by General Fund appropriations of $252,693,484. The purposes (as described in other sections of this document) for which the total resources were spent are:

Instruction and Departmental Research	$152,673,710
Area Health Education Centers	28,952,712
Organized Research	7,219,321
Extension and Public Service	9,999,262
Agricultural Experiment Station & Extension Service	28,829,674
Libraries	15,259,695
Student Services and Administrative Support	34,738,661
Student Aid	1,607,088
Maintenance and Operation of Plant	42,819,601
North Carolina Memorial Hospital	41,878,175
Total	$363,977,899

A second classification of State Budget Funds is designated "Self-Supporting Auxiliary and Other Services" and accounted for $72,441,374 of the total budget for 1974-75. This part of the budget covers non-educational services to students and University personnel, University-operated utility systems, and a miscellany of other institutional activities. These budgets receive no General Fund appropriation support. The major revenues come from charges for service, supplemented by student fees and other institutional receipts. The 1974-75 dollar volumes of the principal activities covered in this part of the operating budget were: University-operated utility systems, $21,735,124; student housing, $17,935,398; food services, $10,960,675; health services, $4,177,503; student union and recreational activities, $4,087,453; campus stores, $1,915,605; and laundry services, $1,682,350.

The remainder of the current operations budget consists of a wide variety of accounts characterized as "institutional funds" and for 1974-75 totaled $94,860,140. Although classification of receipts supporting these budgets varies among the campuses, the resources are derived primarily from federal grants and contracts, private gifts and grants, sale of institutional services, and endowment income. There is no General Fund appropriation support of these budgets. Detailed classification of expenditures also varies, but the principal expenditures attributable to these accounts in 1974-75 were for federally-sponsored research and training activities and for student assistance. The principal distinguishing characteristic of operations covered by this portion of the budget is that almost all of the receipts are for designated purposes and the income is not available to the institution for any other purpose or for unrestricted use.

The 1974-75 financial data for each of the organizational units from which this summary description of the current operating budget of The University has been drawn is shown in the Appendix. (See Tables A-2-14 through -31.)

(4) The Capital Improvements Budget

The capital budget of The University cannot be depicted accurately within the context of a single fiscal year. Appropriations and authorizations for capital improvements generally are not limited to a fiscal year or even to a biennial budget period. Expenditures for a single project may be recorded in a number of fiscal years. Therefore, a more definitive summary view of the capital budget may be obtained by review of data related to longer periods.

The major cost of capital improvements is met from General Fund appropriations. Appropriated funds can be provided by means of direct legislative appropriation of tax revenues, appropriation of proceeds of legislatively-authorized bond issues, or appropriation of proceeds of bond issues authorized by public referendum upon the recommendation of the General Assembly. Other capital improvements may be financed on a "self-liquidating basis," the terminology generally applied to any financing from sources other than appropriation. Projects defined as "self-liquidating" may be funded by the proceeds of bonds issued by The University and scheduled to be retired from user charges or facility-related receipts, gifts to The University, or federal grants.

General Assembly appropriations have varied considerably from session to session, depending upon the determination of The University's needs and, of perhaps greater significance, the volume and nature of the total resources available for appropriation. The 1967 General Assembly appropriated $68,339,600 for capital improvements at the institutions now constituting The University of North Carolina. The 1969 Assembly appropriated $43,924,499; the 1971 Session, $60,588,500; and the 1973 General Assembly (first session),

$88,851,000 and (second session) $19,071,000. The 1975 General Assembly appropriated $11,360,500 for 1975-76 and $29,222,500 for 1976-77. Table A-2-32 in the Appendix provides a breakdown of the above totals by institution.

Current capital budgets and capital improvements programs and plans are based primarily on the most recent of the appropriations. The 1973 authorizations for capital improvements totaled $150,236,100, of which $107,922,000 was supported by direct General Fund appropriation (see Tables A-2-33 and 34) and $42,314,100 was authorized on a self-liquidating basis. The 1975 General Assembly authorized projects totaling $64,918,000, of which $40,583,000 was provided by appropriations (see Tables A-2-35 and 36) and $24,335,000 was to be self-liquidating. The General Assembly of 1975 also enacted legislation providing for a March 23, 1976, referendum in which the voters of the State approved a $43,267,000 bond issue for capital improvements for the campuses of The University. (See Table A-2-37.)

(5) The Budget Process

The process by which The University budget is developed and administered has its legal bases in the State's Executive Budget Act and Higher Education Reorganization Act of 1971. The Board of Governors, working within this statutory framework, has developed policies and procedures designed to (1) meet its responsibilities for presenting comprehensive financial plans to the General Assembly, (2) modify those plans in light of resources made available by the legislature, and (3) establish and administer the annual budgets of The University and of those related educational activities for which the Board is responsible.

Three characteristics of the Executive Budget Act are most pertinent to the budget process of the Board of Governors. First, it is required that the Board's budget requests be presented to the General Assembly through the Governor and the Advisory Budget Commission, who have responsibility for making recommendations to the legislature on the appropriation requests of all State agencies. Second, The University's requests must be presented in the format and on a schedule established by the Director of the Budget (the Governor). Third, the Act provides that appropriations made in response to the requests of the agencies and the recommendations of the Governor and the Advisory Budget Commission may be used only for the purposes and/or objects enumerated in the itemized requirements of ". . . spending agencies submitted to the General Assembly . . . and/or as amended by the General Assembly." [G.S. 143-23]

Partly in response to the frequent criticisms of the prior procedures, which allowed each institution to deal directly with the General Assembly on appropriation matters, the 1971 legislation establishing the Board of Governors and reorganizing public senior higher education called for a single entity -- the Board of Governors -- to present a comprehensive budget request on behalf of The University of North Carolina. That legislation addresses the budget process in two principal respects. First, it prescribes the form in which the budget requests for public senior higher education were to be presented to the General Assembly. Second, the statutes establish the pattern by which appropriations are to be made by the General Assembly. The mandate to the Board with respect to budget requests is as follows:

> The Board of Governors shall develop, prepare and present to the Assembly a single, unified recommended budget for all of public senior higher education. The recommendations shall consist of requests in three general categories: (i) funds for the continuing operation of each constituent institution, (ii) funds for salary increases for employees exempt from the State Personnel Act and (iii) funds requested without reference to constituent institutions, itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas. [G.S. 116-11(9)a]

The directive as to appropriations is as follows:

> Funds for the continuing operation of each constituent institution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph a of this subdivision shall be appropriated to the Board in a lump sum. The Board shall allocate to the institutions any funds appropriated, said allocation to be made in accordance with the Board's schedule of priorities; provided, however, that when both the Board and the Advisory Budget Commission deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list. [G.S. 116-11(9)b]

In addition to the flexibility afforded by allowing changes in its "schedule of priorities," the Board is also authorized to recommend to the Advisory Budget Commission the "transfer of appropriated funds from one institution to another to provide adjustments for over- or under-enrollment or make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions." [G.S. 116-11(9)c].

This statutory context has been the principal determinant in the development of the Board of Governors' policies and procedures for budget-making and budget execution. The Executive Budget Act, as elaborated upon in the legislation of 1971, provides a balance of legal authority and responsibility in the administration of financial affairs that the Board requires for effective use of resources and for the direction of educational activities throughout The University. The required submission, as an element of its budget request, of a Schedule of Priorities gives the Board a formal means of framing comprehensive requests to the General Assembly in programmatic terms and provides the Governor and the Advisory Budget Commission, as well as the General Assembly, the informed judgment of the Board as to the relative priorities at different levels of appropriations of the various elements constituting the request. The use of the Schedule of Priorities throughout the remainder of the budget process, as contemplated by the statutes, serves the necessary purpose of documenting the relationship between the Board's budget requests, legislative action on those requests, and the institutional budgets ultimately established by the Board in the allocation process.

The Board has presented three "single, unified recommended budgets" to the General Assembly: for the 1973-75 biennium, for the 1974-75 fiscal year, and for the 1975-77 biennium. Similar procedures have been employed in the development of each request and in the determination of the form in which the requests have been transmitted, subject to minor changes reflecting only modifications required by the Director of the Budget or indicated by previous experience. Consideration of and action on the Board's requests by the Governor and the Advisory Budget Commission and subsequently by the General Assembly have been substantially as contemplated in the reorganization legislation. The allocations/budget approval procedures first used by the Board in 1973, although changed slightly in the two subsequent budget-making cycles, have satisfactorily accommodated the varying appropriations patterns of 1973, 1974, and 1975.

There follows a summary of the steps followed in the preparation of the Board's budget request and in the allocation of appropriations made to the Board of Governors by the General Assembly, and summary comments on the administration of the budgets thus established.

The steps in the process of preparation of the Board budget request for transmittal to the Governor and the Advisory Budget Commission are these:

1. The President of The University receives budget instructions from the Office of State Budget and Management. The instructions provide general guidelines established by the Governor as Director of the Budget, the Advisory Budget Commission, and the Office of State Budget and Management. Also indicated are the final date for transmittal of the request to the Governor and Commission and specific details as to format.

2. Following consultation with the Committee on Budget and Finance of the Board of Governors, the President provides instructions to the constituent institutions for the preparation of budget estimates.

    (a) The instructions first identify the types of increased operating costs that are to be covered in the continuation budget requests. This identification is specific and restricted by directive from the Office of State Budget and Management, which is based largely on policies and procedures established by the Governor and the Advisory Budget Commission. Acceptable increases over the authorized expenditure levels of the current year are generally limited to the address of increases mandated by State law (merit salary increments for classified personnel) or federal statute (increase in employer tax for social security), or responsive to identifiable rate increases in effect at the time of the budget submission (increase in utility or postage rates).

(b) The instructions relating to the academic salary increases request reflect conclusions reached by the President after consultation with the Committee on Budget and Finance and with the Chancellors. Specific instructions relate to the determination of the appropriation salary base on which the institutional salary increase request is calculated.

(c) The program improvements and expansions and capital improvements budget instructions provide only general guidelines as to the total level of institutional estimates and emphasize the need for establishment of institutional priorities. It is noted that some requests in this budget component are initiated by the President's staff, with the institutions participating in the development of a comprehensive University-wide request. The library improvements request, which was designed to improve the Universities' libraries over a four-year period, was developed in this manner.

3. Upon receiving instructions and guidelines from the President, each constituent institution proceeds to prepare its budget estimates in the manner indicated. The Chancellor is responsible for the preparation of the budget estimates for his institution and the assignment of institutional priorities. The internal procedure for assuring the involvement of the faculty and staff in the preparation of the institutional estimates is determined by the Chancellor.

4. The review procedures for campus budget estimates are:

   (a) Continuation Budgets are reviewed and adjusted by the Vice President for Finance and his staff to assure consistency and conformance with instructions. The academic salary increases requests are also reviewed in a similar manner.

   (b) An Academic Budget Committee, composed of senior members of the President's staff, reviews all campus budget estimates for program improvements and expansions and capital improvements. The Committee assesses institutional priorities, examines requests with reference to the established role and mission of the institution, and evaluates each program or project in the institutional estimates.

5. After receiving the recommendations of the Vice President for Finance and the Academic Budget Committee, the President confers individually with the Chancellors of the constituent institutions and then prepares his budget recommendations for consideration by the Board's Committee on Budget and Finance. All proposed requests for appropriations for program improvements and expansions and capital improvements are summarized in the Schedule of Priorities and supported in appropriate detail.

6. The Committee on Budget and Finance considers the budget proposed by the President and, upon its approval, submits the budget to the Board of Governors.

7. The Board of Governors considers and takes final action on the budget following approval by its Committee on Budget and Finance. The Board's budget request is then submitted to the Governor and the Advisory Budget Commission.

8. Following the formal transmittal of the request, the President represents The University in such hearings as the Governor and the Advisory Budget Commission may hold on the request.

9. The Governor and the Advisory Budget Commission forward recommendations on the University's budget request to the General Assembly as a part of the comprehensive State budget recommendations.

10. The President represents The University in hearings held by the legislative committees considering The University's budget, a process that continues throughout most of the legislative session.

After the legislative process of budget consideration has been completed, the General Assembly appropriates funds to The University in accordance with the statute cited previously. Continuation budgets are appropriated directly to the 16 constituent institutions. Academic salary increase funds are appropriated to the Board of Governors in a lump sum for allocation to the constituent institutions. Funds for program improvements and expansions and capital improvements are also appropriated to the Board in a lump sum.

Upon receipt of the notice of appropriations, each institution is given the opportunity to reassess its earlier estimates and priorities in the light of legislative action on the continuation requests and the total amount made available to the Board for University-wide program expansions and capital improvements. Utilizing internal procedures substantially the same as those followed in developing the budget request, the President then prepares and presents to the Committee on Budget and Finance recommended allocations of the lump sum appropriations. The Committee's report is then submitted to the Board of Governors and final action is taken on the allocations. These allocations, in combination with the direct appropriations to the campuses, constitute the approved operating and capital budgets for the institutions. If the Board of Governors' allocations require any amendment of the Schedule of Priorities, the concurrence of the Advisory Budget Commission in the amendments is required before allocations may be made to the institutions. The continuing operations budgets are certified to the institution in line-item detail. The allocations for operating funds from the lump sum appropriation to the Board are also transferred to the institution in the same detail.

Changes in established current operating budgets may be made in two ways. First, limited transfers of funds between budget purposes and objects of expenditures within the institutional operating budget may be approved by the Director of the Budget. Such budget revision requests are usually initiated by the Chancellor. Unless special circumstances exist, these intra-institutional budget revisions do not require the approval of the President. As indicated earlier, provision also exists for transferring funds from the established operating budget of one institution to another to provide adjustments for over- or under-enrollment or making other adjustments for the orderly and efficient operation of the institutions. Inter-institutional budget revisions which may be recommended by the Board of Governors require the approval of the Advisory Budget Commission. This type of budget revision is usually initiated and developed by the President's staff.

The funds provided through operating budgets are not made available to the institutions automatically. In advance of each fiscal quarter, each institution makes application to the Office of State Budget and Management for the allocation to it of a portion of its annual appropriation for use during that quarter. The Budget Office may allot less than the full amount requested if it deems the anticipated revenues to be inadequate to support the expenditures authorized by appropriations.

The capital improvements budgets are, by Board of Governors policy, subject to more centralized execution. Capital funds, although allocated by the Board for specific projects at the constituent institutions, are not transferred to the institutions immediately. Capital funds are not transferred until the construction bid procedure has been completed and the actual cost of the proposed project determined. This procedure provides the maximum feasible flexibility in the use of appropriations, allowing transfers between capital projects which cost more than the initial allocation and those which cost less than the initial allocation. Further, the President is authorized by the Board to approve limited transfers from one project to another in the interest of timely execution of construction contracts. If a budget transfer involves a change in the Schedule of Priorities lines as established, the concurrence of the Advisory Budget Commission is required.

Each institution is required to file a monthly financial report with the Office of State Budget and Management on each State budget code for both operating and capital improvement funds. Copies of these reports are received by the President.

g. Student Financial Assistance

Student financial assistance is provided from a combination of federal, State, institutional, and private sources. A substantial part of the student aid resources for students enrolled in The University of North Carolina is provided from non-State sources. There are significant foundation and other private gifts and grants which provide scholarships, fellowships, and other forms of aid in some of the constituent institutions. There are several major programs in all institutions funded from federal appropriations. It should be emphasized that, although these programs are supported from federal appropriations, the substantial responsibility for student counseling on financial aid, as well as significant administrative costs and obligations, are carried by the student financial aid offices of the institutions at State expense. In addition to these campus-administered programs, the State Education Assistance Authority administers the North Carolina Student Loan Program. State appropriations not only support the administrative costs of this program but have also provided $1.2 million to insure student loans. The Authority issues tax exempt revenue bonds to raise capital for student loans. The Reserve Trust Fund, of which State appropriations are a part, provides the guarantee for the bonds. Thus $1.2 million in State appropriation has produced $12 million in student loan resources.

For many years State appropriations have provided funds for student financial assistance programs such as non-service scholarships and college work-study. In spite of severe financial restraints on the 1975 legislative session, State funds for student aid were substantially increased in 1975-76.

For example, State appropriations for the college work-study program were increased by 44 per cent. It should be noted that this increase in State funding also makes possible utilization of $3.4 million in federal funds for this program. Also, several new programs were funded. A minority presence scholarship program was initiated and funded in the amount of $300,000. A North Carolina Incentive Grants program was begun and funded in the amount of $500,000, thus entitling the State to an equal amount of federal funds.

Many of these programs, for which State funds provide partial support, such as the North Carolina Student Loan Program and the North Carolina Incentive Grants Program, make student financial assistance available to students attending public and private institutions.

The multi-pronged nature of the student financial aid resources currently afforded students of The University of North Carolina is revealed in the totals reported on form OCR 1000 B3 to the Department of Health, Education and Welfare, Office for Civil Rights January, 1976, as part of the Semiannual Report of The University to that Office.

C. Community College System

1. Development to 1976

The Community College System, which now includes 17 community colleges and 40 technical institutes (three of the latter will achieve community college status in 1976), is the product of almost half a century of development. During that time, North Carolina has sought in several ways to fill for its citizens the broad gap in educational opportunity between the high school and the senior college and university.

Cities and counties were authorized as early as 1927 to establish tax-supported junior colleges. The first such institution, established in Asheville in 1928, evolved into The University of North Carolina at Asheville. About 1947, the city of Charlotte and the county of Mecklenburg each established a junior college, carrying forward programs begun in the mid-1940's as extension activities of The University of North Carolina at Chapel Hill. Charlotte College ultimately became The University of North Carolina at Charlotte and Mecklenburg College merged with the Charlotte Industrial Education Center to form Central Piedmont Community College. Shortly after World War II, two junior colleges were established at Wilmington, one to serve white students and the other to serve black students. These two institutions subsequently were merged and ultimately became The University of North Carolina at Wilmington.

Beginning in 1955 and continuing until 1963, the State gave limited aid to local public postsecondary educational institutions. This aid was allocated initially on the basis of $3 per student credit hour of instruction and was later increased to $5 per student credit hour. The College of the

Albemarle was established at Elizabeth City about 1957, but for the most part the added incentive of State support did little to encourage the development of new institutions. Many of the efforts that were made overlapped the lower levels of many existing State and private academic colleges and did not meet the needs for adult basic education, adult high school education, or occupational training.

In 1957, the State began experimenting with State-financed "technical institutes of college grade" to provide technical training. These institutes were to be organized and operated in various regions of the State under the administration and direction of North Carolina State College's School of Engineering. Appropriations of funds were made to establish one such institute in the West and one in the East. Only the one in the West, Gaston Technical Institute, actually was established. This approach proved impracticable and inadequate. The "college grade" objective aimed at too small a segment of the population needing adult education and occupational training.

The State Board of Education proposed to the General Assembly in 1957 that there be developed under its control and in connection with the public schools a system of adult education and occupational training centers designated "industrial education centers." The plan was to establish such centers in selected public high schools in various counties. The centers were to be financed primarily by State funds for operation and equipment and by local funding for building and plant operation. Approximately twenty industrial education centers were established between 1957 and 1963.

By the early 1960's, it became apparent that the State was developing two sets of institutions which originally had different objectives but which were becoming increasingly alike. One was the system of industrial education centers under the State Board of Education, whose students needed general education courses in addition to their technical-vocational curriculum. The other was the system of six existing community colleges under the State Board of Higher Education. The potential for duplication of programs under that arrangement was obvious and called for remedy.

In 1963, the State adopted a new strategy to provide comprehensive educational opportunities to its citizens beyond high school age. In that year, acting upon the recommendation of the Governor's Commission on Education Beyond the High School, the North Carolina General Assembly enacted the Community Colleges Act of 1963. By the authority of this law, the State Board of Education created the Department of Community Colleges and brought under its supervision all of the twenty industrial education centers and three of the existing community colleges. (Three other community colleges became senior institutions in 1963.) Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges, and during and since that time other institutions have been added to the system.

2. Role of the Community College System

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college or university. In carrying out this role, the technical institutes and community colleges offer academic, cultural, and occupational education and training opportunities from basic education through the two-year associate degree level at convenient times and places and at nominal costs to anyone of eligible age who can learn and whose needs can be met by these institutions.

To accomplish this purpose, it has been necessary that each institution determine the unique educational needs of its own service area; that it adapt its educational programs to such needs; and that it maintain effective articulation with the public schools, with four-year colleges and universities, and with employers in the area.

The non-resident, multi-purpose, community-centered institutions of the Community College System extend educational opportunity to the high school graduate as well as to any person who is not a high school graduate but is 18 years old or older (and in special circumstances, to such persons between the ages of 16 and 18). Each North Carolina technical institute or community college maintains an open-door admissions policy but may exercise selectivity in the placement of students in its various instructional programs.

The unique role of the Community College System is described in the System Report for 1963-70, as "fundamentally different from the role assigned to four-year colleges and universities." The report states further that, "The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the

Community College System, and is opposed to any consideration of a community college as an embryonic four-year college." The firmness and success of that policy are reflected in the fact that no community college or technical institute has been converted into a four-year institution since the adoption of the 1963 Community College Act.

3. Organization

Community colleges and technical institutes are county-owned, State-aided institutions. The Department of Community Colleges provides direction, coordination, leadership, and professional assistance under the general regulatory jurisdiction of the State Board of Education. The system is declared by statute to be "separate and apart from the public school system" and also separate and apart from the State-owned senior higher education institutions which constitute The University of North Carolina. The State assumes basic financial responsibility for costs of administration, instruction, and related equipment in the community college institutions; counties assume primary responsibility for the cost of buildings and grounds and for the support of plant operations and maintenance. Each level of government has authority to supplement whatever amounts of money the other level is required to provide in basic support.

a. The State Board of Education

The State Board of Education is a constitutionally-established body composed of thirteen members: two of these members, the Lieutenant Governor and the State Treasurer, serve ex officio; eleven members are appointed by the Governor, subject to confirmation by the General Assembly.

The State Board has broad powers with respect to the Community College System. The Board

> may adopt and execute such policies, regulations and standards concerning the establishment and operation of institutions as the Board may deem necessary to insure the quality of educational programs, to promote the systematic meeting of educational needs of the State, and to provide for the equitable distribution of State and federal funds to the several institutions. [G.S. 115A-5]

b. The Community College Advisory Council

The State Board of Education under the provisions of the statutes appoints an Advisory Council to the Community College System representative of The University of North Carolina Board of Governors; the State's public and private institutions of higher education; the public schools; and the economic sectors of agriculture, business, and industry. The Council also includes the president and chairman of the board of trustees of each institution in the Community College System.

c. Controller

The Controller is the executive officer of the State Board of Education in the supervision and management of budgetary allocation, accounting certification, and disbursement of all State and federal funds under the control of the Board, including funds allocated to institutions in the Community College System.

d. Department of Community Colleges

The Department of Community Colleges, headed by the State President, provides State-level administration of the Community College System under the direction of the State Board of Education. The President reports to the State Board of Education, usually through a standing committee on Community College and Vocational Education. He is responsible for organizing and managing the State Department of Community Colleges and for carrying out the philosophy, policies, and instructions of the State Board of Education that pertain to technical institutes and community colleges. He works cooperatively with the State Superintendent of Public Instruction and the Controller, who also report to the Board. The State President conducts planning activities for the Community College System jointly with officials of The University of North Carolina and coordinates the work of the Department with that of other State agencies and with federal agencies. He is assisted in his work by a professional and clerical staff.

The Department's function is to assist institutions in the Statewide system with both administrative and educational services. As the fifty-seven institutions are governed locally by individual boards of trustees, the functions of the Department tend in practice to be consultative and advisory with respect to those institutions.

There are four divisions of the Department; each is under a Vice President. These divisions are Institutional Services, Planning and Policies, Student Personnel, and Program Resources and Educational Programs.

e. Local Boards of Trustees

Each community college or technical institute has a 12-member board of trustees. Four trustees are appointed by the Governor, four by the local board or boards of education in the administrative area of the institution, and four by the county commissioners. Trustees serve for staggered eight-year terms, so that three members (one in each group) are appointed in each odd-numbered year. When a vacancy occurs during the term of a member, the new appointment is made by the same authority that appointed the vacating member.

Each board of trustees is a body corporate, entitled "to acquire, hold, and transfer real and personal property, to enter into contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution . . . ." [G.S. 115A-9]

The powers and duties of the board of trustees include the appointment of the institutional president, subject to the approval of the State Board of Education, and the appointment of other personnel, subject to standards set by the State Board.

All personnel employed at each community college and technical institute (including the president) are legally employees of the institution and not of the Community College System. Each insitution is also an instrumentality of county government.

f. Institutions

The Community College System legislation provides for three types of institutions: community colleges, technical institutes, and industrial education centers. (There are currently no industrial education centers in existence.)

The State Board of Education, the Governor, and the Advisory Budget Commission must approve the establishment of any new institution, as well as the conversion of an established institution to another type of institution. As a general policy, except in an unusual case that justifies a different approach, the State Board of Education requires that a new area of the State to be served must first be approved for an industrial education center or a technical institute. Not until after at least two years' operation will consideration be given to converting an industrial education center or a technical institute into a community college.

4. Educational Programs

Technical institutes offer two-year technical curriculum programs, vocational curriculum programs, and extension programs in general adult education. They also offer short-term, single courses for occupational training and single courses of a cultural or personal interest nature. The community colleges offer the same types of programs and courses, plus a two-year curriculum which may lead to transfer to a senior college.

While all of the types of programs offered by the community colleges are described briefly in the following paragraphs for the sake of completeness, the planning and coordinating responsibility of the Board of Governors extends only to the college transfer programs maintained by the Community College System. (For present purposes, the term "higher education" is deemed to include only work potentially transferable to constituent institutions of The University of North Carolina for degree credit, whatever the status of the transferring institution.)

a. Curriculum Programs

(1) College transfer programs leading to an Associate in Arts, Associate in Fine Arts, or Associate in Science degree require two years (a minimum of 96 quarter hours) of courses paralleling the freshman and sophomore years offered at senior colleges and universities. These programs are designed to allow for transfer to the junior year of a senior institution and are offered only at community colleges.

Each of these programs includes a core of general education courses developed within guidelines established in 1964 by the Curriculum Committee of the Community College Advisory Council. The Joint Committee on College Transfer Students, which represents senior and junior public and private institutions, was established in 1965 to improve the articulation of programs at all higher education levels and to facilitate transfers of students among institutions of higher education in North Carolina.

The general education core establishes for all transfer students minimums of approximately one year of English, one year of social science, one year of humanities, one year of mathematics, one year of a laboratory science in the biological or physical sciences, and one course in physical education. In a two-year program requiring 96 quarter hours of credit, the student takes 51 quarter hours of general education. This broad exposure to the liberal arts provides:

a. a common core of experience for all transfer students;
b. some insight into the basic areas of knowledge; and
c. a frame of reference from which the student may make an intelligent decision regarding professional goals.

The liberal arts program, culminating in an Associate of Arts or Associate in Fine Arts degree, is designed for the student who intends to transfer to a senior college or university. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intention, but the curriculum generally requires fewer courses in the social sciences and humanities and more courses in mathematics and laboratory sciences. Pre-professional programs contain specialized courses in such studies as agriculture, business administration, pharmacy, and social work in addition to the general education core. They may culminate in either an Associate in Arts, Associate in Science, or Associate in Fine Arts degree.

(2) General Education Programs provide introductory courses in the liberal arts and basic sciences and allow the student to take a major portion of his course work in accordance with his personal interests rather than to meet specific requirements for college transfer. The successful completion of 96 hours of credit in this program leads to an Associate Degree in General Education. Fewer hours of work are required for a Certificate in General Education. Both community colleges and technical institutes may offer the general education program.

(3) Technical Programs prepare students for entry into jobs in para-professional fields. In addition to occupational courses, these programs include courses in the areas of English and social science. In general, these programs are two academic years in length and lead to the Associate in Applied Science degree. Even though

the technical programs are designed for entrance into employment and not for college transfer, particular courses are often accepted for transfer credit toward a bachelor of technology degree by senior colleges or universities.

Some entire programs are now being accepted for transfer to senior institutions under bilateral agreements and in accordance with guidelines established by the Joint Committee on College Transfer Students. A two-year study of curricula in the health professions, sponsored by The University of North Carolina and the State Department of Community Colleges, has led to guidelines for transfer of technical program students in several fields in the health professions. This study served as a guide for a similar study of articulation in nursing education which is now underway. The findings from the North Carolina Health Professions Articulation Study have been used in other states as a guide for examining problems of transferring credit in Allied Health Education.

(4) Vocational Programs are designed to prepare people for entrance into a skilled occupation and may range from one to seven quarters in length, certificates usually are awarded upon completion of the one-quarter to three-quarter programs and diplomas are awarded upon the completion of any program of four quarters or longer. These curricula include courses in communication skills and the social sciences directly related to the occupational goals of the programs.

b. Extension Programs

Extension Programs include (a) short-term single courses, each complete in itself which provide upgrading and updating of occupational skills for persons currently employed or preparatory level skills for persons just entering the labor force, (b) adult basic education courses to teach adults to read and write, (c) adult high school programs which enable adults to obtain high school G.E.D. certificates or diplomas, and (d) academic short courses. In addition, community colleges and technical institutes offer self-supporting courses at community request of a recreational nature, the costs of which are borne exclusively by the participants or some-contracting agency.

5. Enrollments

a. Enrollment Growth

Since the establishment of the Community College System in 1963, enrollment has increased from an unduplicated headcount of 52,870 or 7,781 full-time equivalent students (FTE)[1] in 16 institutions to 525,923 unduplicated headcount enrollment or 104,864 FTE students in 57 institutions at the end of the 1974-75 school year. Of the current unduplicated headcount enrollment, about 75 per cent is in non-degree credit extension courses and about 25 per cent is in curriculum programs. In FTE student terms, curriculum programs account for about one-quarter larger enrollment than do extension programs.

---

[1] Unduplicated Headcount is the number of individuals enrolled in each curriculum or extension program. A student is counted in only one curriculum; therefore, the sum of the enrollment in each curriculum equals the total curriculum enrollment. However, in extension a student is counted in each extension program in which he is enrolled, but he is counted only once in each extension subtotal and extension total count regardless of the number of different programs in which he is enrolled. Because of the method of counting, the extension enrollments in each program exceed the total unduplicated extension count. A full-time equivalent student is an enrollment of sixteen hours per week for forty-four weeks or a full four-quarter year.

b. Nature of the Enrollment

Ninety-seven per cent of the North Carolina population lives within commuting distance of one of the Community College System institutions. In the fall quarter of 1973, about 70 per cent of the curriculum students attending community colleges and technical institutes came from the county in which the institution was located and about 20 per cent came from adjacent counties. Only about six per cent came from other North Carolina counties and less than three per cent were from other states. About 77 per cent of the enrollment was white and about 23 per cent non-white; male and female enrollment was about evenly divided.

The distribution of the enrollment of 104,864 full-time equivalent students for 1974-75 among program categories was as follows:

Curriculum Programs

College Transfer	7,730 FTE Students
General Education	3,020 FTE Students
Technical	30,827 FTE Students
Vocational	17,163 FTE Students
Curriculum Programs Total	58,740 FTE Students

Extension Programs

Academic Extension (including Adult Basic Education, Adult High School Programs, Learning Laboratory and Other Academic Education Classes)	17,528 FTE Students
Occupational Extension (includes occupational courses, courses under Comprehensive Employment Training Act [CETA], and new and existing industry programs)	26,739 FTE Students
Recreation Extension (includes Self-Supporting, Recreational, Games, Hobbies, and Athletic Activities)	1,857 FTE Students
Extension Programs Total	46,124 FTE Students
Grand Total	104,864 FTE Students

6. Contributions of College Transfer Programs

One of the primary objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university. There has been a steady increase in the number of students transferring from community colleges to North Carolina senior institutions. For the fall of 1971, transfers from the Community College System numbered 1,619, and for the fall of 1972, there were 1,930 transfers from 15 community colleges. For the fall of 1973, there were 2,093 transfers from 17 community colleges, an eight per cent increase over the previous fall. In the fall of 1974, 2,420 students transferred from community colleges and technical institutes to North Carolina senior institutions, an increase of 8.6 per cent increase over the fall of 1973. Of this 1974 group, 55 per cent transferred into the freshman class, 28 per cent into the sophomore class, and 17 per cent into the junior class. In 1975, the community college and technical institute transfers to senior institutions numbered 2,635. Transfers flow in both directions. In the fall of 1974, transfers from other public and private senior institutions into the Community College System numbered 953, and in 1975 they numbered 1,167, an increase of 22 per cent.

7. Financial Support and Resources

Financial support is provided for the institutions of the Community College System from State and federal sources, local sources, and student fees.

The State provides funds for salaries and travel of administrative and instructional personnel, for equipment, and for library books. Matching funds may be provided by the State for capital or permanent improvements and some funds are provided for capital improvements through several federal programs. State and federal expense per full-time equivalent student was $1,095 during the 1973-74 academic year.

The acquisition of land and construction of buildings is primarily a local responsibility, with some assistance provided by the State and federal governments. Current expense involved in the operation and maintenance of the plant is also a local responsibility except for one institution. Local funds may also be used to supplement any State budget item. Local current expense per full-time equivalent student for 1974-75 averaged approximately $110.

For in-state students in full-time programs, tuition charges amounted to $33 per quarter. Tuition is higher for out-of-state students. Instructional student receipts per FTE for 1974-75 were $81.73.

Current expenses for 1974-75 for all 57 institutions were $114,728,000 from State and federal funds, student fees, and local sources. The distribution of operating costs was shared approximately as follows: State 79 per cent, federal 4 per cent, local 10 per cent, and student fees 7 per cent.

Over $128 million for capital improvement had been spent on all campuses from 1959 through June 1975 and the major equipment inventory chiefly in the area of occupational education, was almost $39 million as of June 30, 1975.

The libraries of the 57 institutions held 1,235,000 volumes on June 30, 1975. The collections are estimated to be worth about 11 million dollars.

The faculty includes some 2,300 full-time and 1,100 part-time instructors in curriculum programs. The Community College System also employs a considerable number of adjunct faculty to teach extension courses on a temporary basis as they are needed.

D. Private Colleges and Universities

1. Introduction

There are today 38 private colleges and universities in North Carolina. As a group the institutions constituting this "private sector" exhibit many differences and many marked similarities as educational institutions, when compared with one another and when compared with the public sector. The differences and the similarities in several areas of particular significance will be noted in the following pages. It will be useful first, however, to attempt a general description of private higher education as a whole.

Two of the 38 institutions are universities in the traditional meaning of that word -- Duke University and Wake Forest University. Both of these institutions offer work at the first professional level (i.e., law and medicine) and at the doctoral level. Duke enrolled 3,372 graduate and first professional students in the fall of 1975, out of a total headcount enrollment of 9,129; at Wake Forest these numbers were 1,362 and 4,442 respectively.

Twenty-seven of the 38 institutions are "colleges" in the conventional sense, offering academic programs at the baccalaureate level. Six of these are predominantly black institutions, four are women's colleges, and 23 are coeducational (although one has only recently begun to enroll women students). In size they range from a headcount enrollment of 2,210 at Elon College to 226 at Sacred Heart in the fall of 1975.

There are nine private junior colleges. All of them are predominantly white institutions. Two are women's colleges and seven are coeducational. The junior colleges range in size (in fall, 1975, headcount) from 1,172 at Wingate to 308 at St. Mary's.

Twenty-nine of the private institutions now in existence were founded before 1900 and seven were founded before 1850. Four have been established since 1950. Some of the older institutions opened as academies, it should be noted, and began offering collegiate work at a later time.

Over the years the private sector has experienced many changes in the number of its institutions. Some 30 colleges have passed out of existence since the first Queens College closed in 1780. Some of these have disappeared as a result of mergers. In this decade, two private institutions, Southwood College and Kittrell College, have closed, and Mitchell Junior College was made a part of the State Community College System in 1972.

Each of the private institutions is governed by a board of trustees. By definition, they are all independent of State control and regulation except that they must be chartered and licensed to grant degrees, and in certain academic program areas (e.g., nursing) there are special State licensing requirements.

All of the private institutions' denominational affiliations are distributed as follows: United Methodist - 9; Presbyterian, U. S. - 8; Southern Baptist - 7; Protestant Episcopal, Roman Catholic, United Church of Christ - 2 each; American Baptist, AME Zion, Disciples of Christ, Free Will Baptist, Friends, Lutheran, Moravian and United Presbyterian - 1 each.

Summary information on the size, location, date of founding, and denominational relationship of the 38 institutions is provided in the Appendix, Table A-2-1.

The institutions may be further categorized by levels of academic degree, a classification scheme used in describing the public institutions and more fully defined on page 384, and shown in Table 2-1.

2. Enrollment Trends

The total headcount enrollment in the private institutions in the fall of 1975 was 48,004, distributed by institution as follows:

Atlanta Christian	1,648
Barber Scotia	480
Belmont Abbey	748
Bennett	579
Campbell	1,724
Catawba	1,020
Davidson	1,278
Duke	9,129
Elon	2,210
Gardner-Webb	1,402
Greensboro	530
Guilford	1,664
High Point	1,132
Johnson C. Smith	1,377
Lenoir Rhyne	1,285
Livingstone	857
Mars Hill	1,688
Meredith	1,505
Methodist	628
N. C. Wesleyan	467
Pfeiffer	1,036
Queens	571
Sacred Heart	226
St. Andrews	544
St. Augustine's	1,529
Salem	630
Shaw	1,555
Wake Forest	4,442
Warren Wilson	461
Brevard	515
Chowan	1,022
Lees-McRae	712
Louisburg	580
Montreat-Anderson	427
Mount Olive	399
Peace	524
St. Mary's	308
Wingate	1,172

The distribution of enrollment in the late 19th Century and early 20th Century shows that the private sector educated more students than the public sector during this period, and the private institutions continued to educate a majority of North Carolina's college population until the beginning of World War I. (See Table A-3-12.) Between 1915 and the early 1960's, enrollment was equally distributed between the two sectors. Beginning around 1963, however, the proportion of the college enrollment in the public institutions started to rise, and increased from about 55 per cent to the current level of 71 per cent. A sharp increase in the college "going rate" (i.e., the proportion of high school graduates attending college in North Carolina) also took place during the 1960's.

Total enrollments at the private institutions grew at roughly the same rate as those of the public sector between the early 1950's and 1963. Since 1964, however, the growth rate of the public sector has been much greater, and this differential in growth has accounted for the decrease in the percentage of enrollment found in the private institutions.

The growth in the private enrollments since the early 1960's has been due almost exclusively to the increase in out-of-state students. (See Table A-3-14.) Total headcount enrollment in private schools has risen from about 44,000 in 1965 to over 49,000 in 1975, an eleven per cent change. During this period, in-state enrollment has grown from 26,000 to about 27,000 or four per cent. Enrollment of non-residents, however, has risen more rapidly in the past decade, from 18,000 in 1965 to over 22,000 in 1975, or 24 per cent.

In-state undergraduate enrollment increased at private schools by about three per cent between 1965 and 1975, whereas non-resident enrollment grew by 21 per cent. Since 1971, private college enrollment has been virtually constant. (Two private junior colleges closed and another became a public community college during this time.)

Comparatively, total in-state enrollment in public institutions[14] has risen from about 49,500 in 1965 to about 106,000 in 1975, or about 116 per cent. (See Table A-3-14.) Out-of-state enrollment in the public institutions has risen during the decade by about 1,400 students (to 13,000 in 1975), or about 12 per cent. Thus, total in-state enrollment has risen quite rapidly at public institutions, while out-of-state enrollment has risen approximately two per cent a year at private schools since 1965. Out-of-state students account for 44 per cent of the undergraduates at private schools (in 1975) and for about nine per cent at the public institutions. The proportion of non-resident enrollments has gained slightly at private schools since 1965, but has declined by almost half at public institutions.[15]

Such summary data necessarily treat institutions as if they were alike, making distinctions only between the public and private sectors. That methodology has many limitations and can be misleading. When comparable institutions are considered, the enrollment trends appear in a different light. What may appear simply as an enrollment shift between the private senior and the public senior colleges and universities of the State can more correctly be characterized as a shift from smaller institutions to larger ones in both public and private sectors of higher education in North Carolina. There is also a significant shift from private junior institutions to public community colleges.

---

[14] This includes enrollment in The University of North Carolina as well as the college-parallel enrollment in the Community College System.

[15] Beginning in the late 1960's, deliberate policies were adopted by the General Assembly to discourage enrollment of out-of-state students in public colleges and universities.

Further, while undergraduate enrollments in the private institutions have been in the aggregate stable since 1972, this apparent stability is due to an increase of nearly one-fifth in the enrollments of predominantly black private schools and not to any particularly stable enrollment picture among the white private colleges during the 1970's.

3. Academic Programs and Degrees Conferred

A wide variety of degree and terminal occupational programs is offered by the private colleges and universities. The latest comprehensive data available is for the 1973-74 school year as displayed in The Independents, published by the North Carolina Association of Independent Colleges and Universities, Raleigh, North Carolina, 1974, and shown in the Appendix as Table A-2-39.

The institutions offer doctoral programs in ten fields of study and master's work in fifteen. Undergraduate academic programs are available in education and in 21 other fields. First professional programs are offered in medicine, law, and theology.

Duke University awards the Ph.D. degree in Agriculture and Natural Resources, Biological Sciences, Education, Engineering, Foreign Languages, Letters, Mathematics, Physical Sciences, Psychology and Social Sciences. Wake Forest University confers the degree in Biological Sciences.

The three institutions offering master's level programs are Duke University in fifteen fields, Wake Forest University in eight, and Guilford College in Letters.

Undergraduate education programs are offered by 37 of the 38 institutions. Within the field of Education, seventeen education specialties are represented:

Education, General	4 institutions
Elementary Education, Intermediate	29 institutions
Elementary Education, Early Childhood	28 institutions
Secondary Education	26 institutions
Special Education	5 institutions
Education of Mentally Retarded	1 institution
Education of Emotionally Disturbed	1 institution
Education of Deaf	2 institutions
Parish Education	1 institution
Special Learning Disabilities	1 institution

Business Education	10 institutions
Art Education	4 institutions
Music Education	13 institutions
Science Education	1 institution
Physical Education	13 institutions
Health and Physical Education	11 institutions
Home Economics Education	1 institution

Other undergraduate academic programs in the private institutions are offered in 20 disciplines:

Agriculture and Natural Resources	8 institutions
Area Studies	7 institutions
Biological Sciences	33 institutions
Business and Management	25 institutions
Communications	4 institutions
Computer and Informational Sciences	4 institutions
Engineering	12 institutions
Fine and Applied Arts	34 institutions
Foreign Language	27 institutions
Health Professions	26 institutions
Home Economics	7 institutions
Law	7 institutions
Letters	33 institutions
Mathematics	32 institutions
Physical Sciences	31 institutions
Psychology	24 institutions
Public Affairs and Services	12 institutions
Social Sciences	35 institutions
Theology	29 institutions
Interdisciplinary Studies	20 institutions

First professional degree programs are offered by Duke University in medicine, law, and theology. Wake Forest offers medicine and law.

In 1974-75 the private institutions conferred 8,226 bachelor's degrees, 562 master's degrees, 229 doctor's degrees, 527 first professional degrees and 1475 associate degrees. The distribution, by institution, was as follows:

Institution			Degree		
	Bachelor's	Master's	Doctor's	First Professional	Associate
Atlantic-Christian	402	-	-	-	-
Barber Scotia	70	-	-	-	-
Belmont Abbey	125	-	-	-	-
Bennett	124	-	-	-	-
Campbell	552	-	-	-	-
Catawba	271	-	-	-	-
Davidson	260	-	-	-	-
Duke	1,444	387	217	311	-
Elon	351	-	-	-	-
Gardner-Webb	333	-	-	-	-
Greensboro	137	-	-	-	-
Guilford	262	-	-	-	-
High Point	237	-	-	-	-
J. C. Smith	191	-	-	-	-
Lenoir Rhyne	324	-	-	-	-
Livingstone	131	-	-	-	-
Mars Hill	327	-	-	-	-
Meredith	308	-	-	-	-
Methodist	178	-	-	-	-
N. C. Wesleyan	135	-	-	-	-
Pfeiffer	234	-	-	-	-
Queens	117	-	-	-	-
Sacred Heart	52	-	-	-	-
St. Andrews	145	-	-	-	-
St. Augustine's	232	-	-	-	-
Salem	96	-	-	-	-
Shaw	436	-	-	-	-
Southeastern Seminary	-	7	-	-	-
Wake Forest	683	168	12	216	-
Warren Wilson	69	-	-	-	-
(The distribution of these degrees by HEGIS discipline divisions is in Table in the Appendix.)					
Brevard	-	-	-	-	142
Chowan	-	-	-	-	198
Lees-McRae	-	-	-	-	179
Louisburg	-	-	-	-	191
Montreat Anderson	-	-	-	-	57
Mount Olive	-	-	-	-	181
Peace	-	-	-	-	108
St. Mary's	-	-	-	-	108
Wingate	-	-	-	-	314

4. State Aid to the Private Sector

The General Assembly of 1971, by Chapter 744 of the Session Laws of that year, established a State policy of general financial assistance to the private sector of higher education in this State. The declared reasons for enactment of the plan were to aid needy students, to save State funds by encouraging students to go to private rather than to public institutions, and in the words of the preamble of the act, to help "private institutions [which] have, in recent years, found it increasingly difficult to meet operating expenses . . . ."

This legislation was a major change in State policy. Generally, private higher education had benefitted prior to 1971 from forms of indirect support, such as tax exemptions and various kinds of categorical student scholarship and loan programs, but no General Fund appropriations were provided for the private institutions. Beginning in 1969, the State appropriated funds for the two private medical schools in return for the schools enrolling North Carolina residents. This legislation was not a basic change in policy, however, in that the contractual arrangements it provided for were not unlike those made over many years through the Southern Regional Education Board for the enrollment of North Carolinians in institutions in other states.

North Carolina's change in policy in 1971 was consistent with a national trend. An increasing number of states were by that time taking action to provide some form of aid to private colleges and universities. The program initiated in North Carolina was one recommended to the General

Assembly by the Board of Higher Education in a study it prepared that year of the private institutions in the State.[16]

The 1971 State aid statute had two elements, as did the Board of Higher Education's alternative recommendation. One element was designed to provide a financial incentive to private institutions to increase the number of full-time equivalent North Carolina resident undergraduates they enrolled by paying the private institutions a fixed sum for each additional such student enrolled in the fall of 1972 over the number enrolled in the fall of 1970. In the only year of operation of that program (1972-73), gains totaling 1,169 students were recorded by 20 private institutions and losses totaling 862 students were recorded by 20 institutions. The resulting net gain of 307 North Carolina resident undergraduates by the private institutions cost the State $450,000, or approximately $1,465 per student. Although the provision establishing this enrollment acceleration feature remains in the statute, no funds were appropriated to carry it out in 1973 or since, in the light of that experience.

The second element of the 1971 plan is still in operation. It provides for a program of assistance keyed to the total number of North Carolina resident undergraduates currently enrolled in the private colleges and universities (exclusive of theological and Bible Colleges) in this State.

---

[16] Private Higher Education in North Carolina: Conditions and Prospects - A Study of Enrollment, Finances, and Related Subjects, 1965-1970 (Raleigh: N. C. Board of Higher Education, Special Report 2-71, April, 1971). A 1968 long-range planning report of the BHE asked "that consideration be given to providing state assistance to private higher education," and stated that a study would be made "to this end" with the cooperation and assistance of the private institutions. See Planning for Higher Education in North Carolina (Raleigh: N. C. Board of Higher Education, Special Report 2-68, 1968), p. 261.

The initial appropriation supported an allocation of $26.59 per North Carolina resident undergraduate in 1972-73.

The Board of Governors in 1973 recommended to the General Assembly that the State aid program be funded for 1973-75 at the level of $75 for each FTE North Carolina resident undergraduate the private institutions enrolled. The General Assembly raised that figure to $200 per student for 23,000 students, or a total of $4,600,000, for 1973-74. The Board of Governors recommended and the General Assembly appropriated the same amount for 1974-75, 1975-76, and 1976-77.

The amount of State aid funds available to a private institution each year under this plan is determined by multiplying the number of full-time equivalent North Carolina resident undergraduates in attendance on October 1 by $200. An institution's allocation is not affected by the number or proportion of its North Carolina students who are needy.

The institution to which funds are allocated is not obliged to increase the student aid funds it makes available to North Carolina resident undergraduates by the amount allocated to it by the State. The law only requires that, in any given year, "the institution . . . provide and administer scholarship funds for needy North Carolina students in an amount at least equal to the amount paid to the institution . . . during the fiscal year."

The grants by the institution that may be counted toward meeting the obligation to "provide . . . scholarship funds for needy North Carolina students . . ." are based on the financial needs of individual students. Students' needs are determined by the institution they attend, applying the same nationally-recognized methods used to establish the financial needs of students attending The University of North Carolina. In this instance, of course, the process must take into account the greater cost of attending private institutions. The amounts of the grants made to needy students are not set by the State but by the institutions they attend. A grant can range from a small sum to the full cost of attendance. The decisions on the North Carolina residency status of students govern the size of the allocation made to each institution and the eligibility of each student for a scholarship. Those decisions are made by the respective institutions, acting in accordance with the residency status regulations established by the Board of Governors and applicable also to the constituent institutions of The University of North Carolina.

During the first year of operation of the program (1972-73), $1,025,000 was allocated to the private institutions in aid funds, but grants by those institutions to needy North Carolina resident undergraduates increased from 1971-72 to 1972-73 by only about $700,000. Each $1.00 of State aid thus produced $0.70 in additional grants to students. In 1973-74, each $1.00 of State aid produced about $0.60 in additional grants to students. The State aid program, though in the form of student aid, in fact helps the institutions by allowing them to re-allocate some of their own resources for other purposes than student aid. While needy North Carolina resident undergraduates are getting the equivalent of all the State aid dollars, they are getting fewer of the institutions' own aid dollars than they did in earlier years. From 1971-72 through 1974-75, the State funds going to aid students under this program grew from $1,017,000 to $4,382,000 a year, while institutional expenditures from other sources for aid to needy North Carolina residents declined by over 30 per cent, from $2,600,000 in 1971-72 to $1,806,000 in 1974-75.

Thus, although ostensibly a program of aid to students, the legislation in effect also provides -- and was intended to provide -- institutional aid to private higher education by freeing for other purposes some or all of the funds the institutions had previously used to aid needy North Carolinians.

The appropriation for both elements of the State aid program in 1972-73 was $1,025,000. The appropriation for the second year (1973-74) was $4,600,000, of which $216,000 was never allocated to the private institutions because their North Carolina resident undergraduate enrollment fell short of the 23,000 anticipated by the General Assembly, and $88,000 was allocated to but not claimed by the institutions because of a lack of sufficient needy North Carolina resident undergraduates to claim it. Thus, $4,296,000 of the 1973-74 funds reached North Carolina resident undergraduates; the remainder ($304,000) reverted to the State. Enrollments in the fall of 1974 justified the allocation of $4,382,000 of the $4,600,000 appropriated for 1974-75. Enrollments in the fall of 1975 drew allocations of $4,370,000.

A summary of allocations to all 38 institutions and the scholarship grants awarded to needy North Carolinians for 1972-73, 1974-75, and 1975-76 is in Table 2-7.

The 1975 General Assembly continued the 1971 student aid program described above at the $4,600,000 level. On the request of the private institutions, not supported by the Board of Governors, that session also initiated a new program of aid in the form of a tuition grant of $200 for every North Carolina resident undergraduate student attending a private institution of higher education in North Carolina on a full-time basis, without respect to the need of the benefitting student. Payments under this program are made by the State Education Assistance Authority to the

Table 2-7

STATE ALLOCATIONS MADE TO PRIVATE COLLEGES AND GRANTS AWARDED BY PRIVATE COLLEGES TO NEEDY NORTH CAROLINA RESIDENT UNDERGRADUATES, 1972-73 TO 1975-76

	1972-73		1973-74		1974-75		1975-76		
	State Allocation	Grants Awarded	State Allocation	Grants Awarded	State Allocation	Grants Awarded	State Allocation Old Program	New Program (est.)	Total
Atl.Christian	$34,303.59	$34,725.40	$246,250	$236,091.55	$247,000	$255,723.62	$231,600	$213,738	$445,338
Barber-Scotia	7,524.06	35,372	50,400	80,645	51,550	66,944.50	52,000	49,324	101,324
Belmont Abbey	8,818.98	28,389	36,200	44,300	46,900	59,479	49,450	40,903	90,353
Bennett	6,294.42	77,293	46,600	72,587	46,200	85,950	46,800	40,502	87,302
Campbell	47,383.68	57,180	320,400	396,552.26	293,600	369,606.91	272,800	254,641	527,441
Catawba	12,823.60	32,868	94,150	99,587	96,400	108,235	90,250	85,415	175,665
Davidson	15,135.06	76,027	74,932	75,950	77,466	80,256	80,800	78,197	158,997
Duke	53,060.08	485,780	172,800	457,500	176,800	601,346	163,000	157,998	320,998
Elon	34,711.30	44,870	216,000	228,743	222,650	245,780	254,850	236,596	491,446
Gardner-Webb	27,065.34	110,156	205,600	228,341	215,450	361,036	183,350	172,835	356,185
Greensboro	11,608.94	70,330	67,800	122,962	69,500	97,360	64,950	59,750	124,700
Guilford	21,375.77	164,000	164,465	174,420	165,500	190,849	174,350	141,958	316,308
High Point	15,094.65	54,840	106,450	125,722	113,850	258,000	124,150	111,481	235,631
J.C. Smith	9,498.13	58,005	70,800	84,816	80,600	140,654	98,250	58,547	156,797
Lenoir Rhyne	25,151.09	59,835	186,000	161,575	183,200	201,455	173,400	166,018	339,418
Livingstone	10,834.11	90,788.11	77,700	114,230	84,200	147,277	91,900	88,623	180,523
Mars Hill	40,457.46	123,700	165,100	168,875	167,050	194,252	185,850	175,241	361,091
Meredith	75,408.46	110,875	207,500	209,098	204,200	218,545	203,700	186,470	390,170
Methodist	12,708.48	38,269.50	91,200	98,287	99,200	164,101	102,200	92,633	194,833
N.C. Wesleyan	8,359.81	31,650	54,200	75,150	62,950	95,650	57,600	44,111	101,711
Pfeiffer	78,890.66	120,636	134,000	159,252	124,600	177,672	129,000	116,694	245,694
Queens	25,141.47	25,141.47	45,600	40,797	58,400	66,010	54,650	34,888	89,538
Sacred Heart	2,798.26	10,938.13	19,550	23,550	20,900	25,240	22,850	19,649	42,499
St. Andrews	8,977.29	92,737	58,400	92,364	55,334	114,507	44,466	42,507	86,973
St. Augustine's	73,811.48	365,000	158,000	225,000	159,000	259,000	165,000	151,582	316,582
Salem	24,117.56	43,971	54,900	33,070	60,500	60,814	57,750	55,339	113,089
Shaw	21,002.34	38,000	116,000	149,636	135,300	163,013	140,700	136,343	277,043
Wake Forest	99,439.92	304,693	269,400	303,000	265,650	319,050	256,350	239,804	496,154
Warren Wilson	1,947.48	21,840	14,600	29,310	17,850	23,935	25,250	22,056	47,306
Brevard	7,231.60	25,381.25	57,000	55,460.09	62,550	76,692	58,400	55,740	114,140
Chowan	18,262.20	33,263	104,600	105,179	91,200	91,720	87,600	84,212	171,812
Kittrell	39,493.30	39,694.70	44,400	49,564	-	-	-	-	-
Lees-McRae	44,766.63	44,766.63	96.550	94,113	93,700	93,700	95,300	91,831	187,131
Louisburg	15,127.88	54,266.75	121,800	149,175	111,200	139,210	98,800	95,440	194,240
Mitchell	11,046.81	-	-	-	-	-	-	-	-
Montr-Anderson	6,411.16	6,600	38,050	39,990	42,400	58,560	45,050	43,309	88,359
Mt. Olive	7,337.95	48,418	51,650	59,690	54,800	82,136	58,500	54,136	112,636
Peace	11,724.77	14,200	82,000	86,220	80,800	81,136	94,300	91,430	185,730
St. Mary's	7,780.08	8,050	42,750	20,010	46,100	23,629	45,950	43,710	89,660
Wingate	33,924.73	38,276	220,700	225,326	197,600	238,332	188,400	176,845	365,245
	$1,016,850.58	3,181,290.94	4,384,032	5,196,137.90	4,382,150	6,037,056.03	4,369,566	4,010,496	8,380,062

NOTE: The amount of the grants awarded by the private institutions for 1975-76 will not be known until Fall 1976 institutions on behalf of eligible students, each of whom the institution credits with $200 on his institutional account. The 1975-76 appropriation for this new program was $4,200,000, of which $4,010,000 has been allocated.

The law subjects private institutions to no academic program control or review by the State on account of the State allocations made to them under either of the aid programs. The only required reports to the State on institutional finances are certificates by the recipient institution on its October 1 North Carolina resident undergraduate FTE enrollment, on its North Carolina resident full-time undergraduate enrollment for each term, and on the scholarship funds granted by it to needy North Carolina resident undergraduates for that year from all sources.

CHAPTER THREE

CONSTRAINTS, ASSUMPTIONS, AND PROJECTIONS AFFECTING PLANNING FOR HIGHER EDUCATION

A. Introduction

As has been stated earlier in this document, realistic planning must take into account the surrounding circumstances under which the activities being planned will unfold. The circumstantial elements affecting higher education are numerous and those which the Board of Governors, the President, and the constituent institutions can control are few; yet explicit or implicit account must be taken of those elements which seriously affect but cannot be controlled by The University, in order to deal effectively with those which are subject to control. There is little, for example, that The University can do about the course of the national economy, yet it has profound effect on The University in many ways and some assumptions must be made with respect to it.

It is the purpose of this chapter to make explicit many of the significant assumptions and expectations upon which the Board of Governors has proceeded, to describe the chief constraints within which The University must function, and to set forth the projections the Board has made in those areas in which projection is necessary. Unlike other chapters in this document, this chapter does not contain prescriptions of or recommendations for changes in policy or practice except as the enrollment projections constitute such prescriptions.

In setting down some of the matters covered in this chapter, the Board of Governors claims no special insight or understanding; it merely declares assumptions -- and so labels them -- on the basis of which decisions have been taken and recommendations have been made by the Board which are reflected in this document.

B. Factors External to The University

The Board of Governors assumes that, during the next five years, there will be no international development of such nature and extent as to affect deeply our institutions of higher education.

Turning to the more immediate educational environment, it is assumed, first, that no major changes in public and political attitudes toward the benefits of higher education will take place during the next five years, either at the national or State level. This will help to ensure that, at a minimum, future real rates of financial support going to higher education will not be drastically different from past levels if public revenues remain constant. It also implies the absence of new major federal program initiatives (such as the G.I. Bill) that would tend to alter radically the demand for higher education.

Second, it is expected that the general economic environment of the State during this period will be such that there will be no severe revenue shortages to frustrate efforts to provide necessary educational services. This implies continued real growth in North Carolina's economy, only moderate inflation rates, and high rates of utilization of the State's resources, both human and physical. It should be underscored, however, that the inflation rates affecting a service industry like higher education, which relies extensively on highly-trained people as its chief resource, are much higher than the general inflation rate (as measured by either the Gross National Product deflator or the Consumer Price Index). Thus, while the Board anticipates a slowing in the inflation rate from the unprecedented 1972-75 rates, it is recognized that the prices relevant to higher education will continue to rise faster than will other prices. In turn, this implies that faculty and staff salaries may continue to fare poorly in comparison with the cost of living unless substantial increases in State appropriations can be obtained.

Third, it is anticipated that timely efforts on the part of institutions of higher education to adjust to changing needs will assure that individual attitudes toward college attendance will continue to be favorable, resulting in moderately larger proportions of college-age youth attending college than at present and a concurrent rise in part-time college attendance by people of all ages. This implies that high school students will continue to view the personal benefits to be anticipated from college attendance as positive and that student demand for such services will rise moderately over the next five years.

Fourth, economic growth, both nationally and in the State, will continue to keep at high levels the market demand for college graduates and other higher educational services such as research and public service (that is, programs beneficial primarily to persons or entities outside of the institution). This assumption implies that there will be no extensive shift from college-trained manpower to other kinds of labor to do the work now reserved largely for college graduates, although the Board recognizes the decrease in demand for certain types of college graduates and the implications of these shifts for curricular planning.

Finally, given the stabilization expected in the college-age population and in college enrollments and given the relative abundance of Ph.D's, the Board anticipates that there will be continued concern on the part of current faculty members for matters of faculty employment and welfare.

Among topics of increasing interest to them will be academic tenure, salaries, promotion and dismissal, campus morale, and collective bargaining.

Since this plan is of relatively short duration, the need for other, more heroic assumptions does not arise. It should be borne in mind, however, that the longer the time period of the projections, the more important the underlying assumptions become. This is another argument for maintaining projections in the short range, thus minimizing the probability of serious error.

C. Population of North Carolina: Characteristics and Trends

The University of North Carolina was established and exists primarily to serve the people of this State -- not only the "rising generation" spoken of by the Charter of 1789 as its primary constituency but the larger population beyond the traditional college-attending ages as well. Seven out of eight of the students in The University are North Carolinians. Therefore the characteristics of that population -- its numbers, age structure, race and sex divisions, residence, migration patterns, educational attainment level, employment, and income level and the trends with respect to those factors -- are relevant to the kinds of instructional and other services they will be looking to The University of North Carolina and other institutions of higher education to provide.

Professor C. Horace Hamilton's three-volume work, North Carolina Population Trends, A Demographic Sourcebook,[1] is a comprehensive and invaluable compendium and analysis of data on this subject, so no exhaustive treatment is required here. This section of the long-range plan touches on a few present and developing features of North Carolina's population which have particular bearing on the future of our institutions of higher education.

In 1970, North Carolina's population of 5,082,059 ranked it twelfth in the Nation and made up 2.5 per cent of the national population. The State's ten-year growth from 1960 to 1970 was 11.5 per cent, only slightly below the national growth rate of 13.3 per cent for the decade.

---

[1] Chapel Hill: Carolina Population Center, The University of North Carolina at Chapel Hill, 1974.

North Carolina's median age increased from 25.5 in 1960 to 26.5 in 1970, while the national median age went down from 29.5 to 27.9. Projections to 1980 indicate that the median age for North Carolina and the Nation will increase by three years, to about thirty. (See Table A-3-1 in the Appendix.) This expected increase in age of the State's population is due to the decreased birth rate in the State, which is approaching the national norm. North Carolina's current annual birth rate is about 17 live births per 1,000 population, compared to a national rate of about 15.6 per 1,000. In 1972, North Carolina was fourteenth in the Nation by this measure of birth rate.

Projections to 1980 (dependent on pertinent assumptions as to the birth rate, net migration, etc.) indicate that North Carolina's total population will increase by seven per cent to nine per cent, the chief variable being the birth rate. Compared to the past decade, this represents a population increase of about three-fourths of the 1960-to-1970 rate of 11.5 per cent. (See Table A-3-1.) The expected national growth rate for this decade will be nine per cent, or about three-fourths of the national growth rate for the 1960's.

It is important to note that the 15-24 age group -- the primary college-going group -- increased by about 36 per cent from 1960 to 1970, while it is expected that this same age group will increase by less than three per cent during this current decade. Clearly, North Carolina's population is beginning to experience a levelling off in growth rate which should have significant impact on higher education long-range planning.

Despite shifts of the population from rural to urban areas, the State's population is still predominantly rural in residence. (See Table A-3-2.) The 1970 Census of Population indicated that 2,796,538 or 55 per cent of the population then lived in rural areas. (In 1960, rural residents made up 60 per cent of the total population.) North Carolina ranked 46th nationally in 1970 in its percentage of urban residents, with 45 per cent urban compared to a national figure of 74 per cent urban residents. This relatively high percentage of rural residents presents special problems for higher education, because rural students have needs that are somewhat different from those of urban youths. For example, rural youths tend to come from families with fewer years of higher education and lower family incomes than do urban youths. Their high school graduation rates and college going-rates usually are significantly lower than those of urban youths, and they tend to score lower on the commonly-administered entrance examination scores. While these rural young people are for the most part not from farm families -- only one rural resident in seven lives on a farm -- their places of residence often produce some of the same problems for them as for their farm-dwelling neighbors.

The relatively low percentage of urban residents in North Carolina masks a significant fact: the tendency of the population of the State to concentrate in several rapidly-growing urban centers, drawn in part from other (and generally less populous) areas of this State and in part from other states. While no metropolis predominates or seems likely to do so, the eight most populous counties now contain more than one-third of the population of North Carolina. The increase in size of some of them derives from long-established population centers such as Charlotte; the increase of others is based on more recently active growth centers such as

Fayetteville. Associated with these population concentrations are emerging industrial-commercial-governmental complexes which create demands for new and accessible higher education services to which The University must be responsive.

Another group of the population that warrants special consideration because of its special higher education needs is the non-whites (chiefly blacks), who composed 23 per cent of the total population in 1970. North Carolina then ranked sixth in the Nation in the percentage of non-whites in its population. That percentage has been declining for the past few decades, however, primarily because of the numbers of blacks leaving the State to take up residence in other states. (See Table A-3-3.) Non-white net migration out of the State has cost North Carolina 25 per cent of the blacks born here, compared to 4 per cent of the whites, as shown by the 1970 Census of Population. If 1960-1970 migration trends persist through the 1970-1980 decade, it is expected that the proportion of non-whites in the North Carolina population will decline to about 21 per cent by 1980. (See Table A-3-1.) Current evidence indicates, however, that this emigration of blacks is slowing down if not reversing itself. Regardless of the extent of migration, North Carolina can still expect to continue to have a relatively high percentage of non-whites in comparison with national averages.

In 1974, North Carolina's per capita income was $4,665, 38th in the Nation and only 86 per cent of that of the Nation. (See Table A-3-4.) It should be noted optimistically that this ratio is on the rise; i.e., beginning in 1955, the State-to-Nation ratio began to increase, reaching 72 per cent in 1960, 82 per cent in 1970, and 86 per cent in 1974. If current and recent trends continue, the North Carolina per capita income will double between 1970 and 1985; and if all goes well, it could surpass that of the Nation in 15 or 20 years. (See Table A-3-4.)

Income and educational level are two closely-related demographic variables that are useful in assessing the general status of the State's population with respect to educational needs. Low income has traditionally been an impeding factor to higher levels of educational attainment. Similarly, the lack of education has been an important factor in explaining low incomes. The extent to which North Carolina's population is caught in this circular relationship between income and educational attainment can be seen in Table A-3-5. That table gives the 1969 median family income by education, age, and sex of the head of household. In all race, educational attainment, and age categories, North Carolina ranked considerably behind the national figure for that year. The strong positive correlation between family income and years of school completed mentioned above is obvious from this table. In addition, the family income of blacks is substantially lower than that of white families with the same age and level of education.

Table A-3-6 provides data on college graduation by race, sex, and residence, 1940-1970, for the Nation and State. College graduation has been a very important qualification for many occupations and positions.

North Carolina citizens have lagged behind the Nation for the last four decades in the percentage of its population with four or more years of college education, and while the State has improved substantially by this measure, the gap remains. For the whole State population, four per cent were college graduates in 1940 while eight per cent were college graduates in 1970. The equivalent national percentages were five per cent college graduates in 1940 and eleven per cent in 1970. North Carolina's national ranking in the percentage of college graduates in its population declined from about 39th to 41st during those three decades. These data also reveal that the percentage of urban residents with four or more years of college education is about twice that of rural residents. Similarly, whites tend to have about twice the percentage with college degrees that non-whites do. It is apparent that some of the differentials in educational attainment between North Carolina and the Nation may be attributed to racial and residential differentials. Relatively low per capita income also contributes to the differentials.

D. College Enrollment Projections

1. The Enrollment Projection Process

a. Introduction

Higher education is faced with myriad factors that make planning an increasingly important though difficult task. Two of the fundamental questions faced by institutions of higher education and by the State in their planning efforts are (1) who shall have access to higher education? and (2) how many students should be accommodated in institutions of higher education? The answers to both questions will affect the numbers that should be planned for during the planning period.

Enrollments in institutions of higher education in North Carolina have risen sharply during the past decade. Since 1965, total college and university enrollment in the State has grown by 60 per cent, while the number of North Carolina residents going on to college in the State has increased by more than 75 per cent. The increase in births during the period from 1947 to 1956, the increasing numbers of high school graduates going on to college, the greater propensity for North Carolina residents to remain in the State for their college education, and the attractiveness of the institutions in the State to out-of-state students have all contributed to this growth in enrollment.

This same growth pattern is not expected to persist during the coming decade. A decreasing birth rate, coupled with a levelling off if not a decline in out-of-state student enrollment in the constituent institutions of The University of North Carolina, will contribute to the dampened rate of enrollment growth. As will be shown, the growth rate of total Statewide college and university enrollment during the next five years is expected to be approximately 14 per cent or about two-thirds the growth rate experienced during 1970-75. There are reasons to anticipate that total enrollment will begin to decline in the early 1980's and continue to decline for the duration of that decade.

The purpose of this section is to discuss expectations as to higher education enrollments in the State during the next five years. Such expectations are based on past and emerging causal trends, as well as various assumptions concerning the future values of enrollment correlates. More specifically, the section includes:

1. The characterization of the fundamental parts of projected enrollment (the extent of disaggregation) needed for planning, together with the information necessary for making these projections.
2. The identification and discussion of pertinent trends that reflect the impact on enrollment growths; and
3. The discussion of several statewide enrollment projections based on different projection assumptions.

Enrollment projections may be characterized as previews into the future of the student flow process. That process is complicated by several factors. There is the flow of students from various geographic regions and various socio-economic groups to various kinds of institutions. There is the flow of students among courses, majors, and levels while enrolled in a particular institution. There is the flow of students among institutions. Finally, there is the flow of students out of the institutions and into the labor market. The four types of flow are affected by student, institutional, and environmental variables. While the impacts of these variables upon student flow are recognized, these impacts are not yet fully understood or documented.

The prediction of future enrollment with consistent accuracy is rare. Recognizing the lack of adequate theory underlying the student flow process, most researchers make projections for specific future time periods on the basis of certain assumptions associated with the projection methodology. For instance, several crucial assumptions that are commonly used include these:

- There will be no severe social or economic shifts in the society or the State during the projection period.
- There will be no drastic diminution in the availability of student places throughout the State; i.e., there will be at least the present basic institutional capacity throughout the planning period.
- There will be no major change in institutional programs that will significantly affect the college-going rate or cause institutional shifts in enrollment.

The ensuing enrollment projections are a result of these assumptions; if the basic assumptions prove to be materially incorrect, the resulting projections also will change. Higher education enrollment projections therefore are not to be interpreted as exact predictions of future events, but are to be considered simulations under a variety of assumptions. Furthermore, if a projection comes close to the actual enrollment, it does not mean the projection methodology necessarily was sound and will continue to yield accurate predictions. These factors are to be kept in mind in interpreting the enrollment projections that follow.

Although the projections presented later in this section are expressed in precise numerical terms, they are at best estimates based on careful and comprehensive assessments of probability. All projections should therefore be viewed as midpoints of a possible range of enrollments, with allowance for variations either over or under the midpoints. A variation of two per cent on either side of the midpoint for projections extending two years into the future is consistent with other practices of The University of North Carolina. For projections extending beyond two years, a greater range of variation should be employed. All enrollment projections should be viewed as midpoints of a possible range of achievement, with the extent of deviations increasing with the projection span. Recognizing these limitations, these projections will be re-examined annually for purposes of possible revision.

b. Definition of Terms

Enrollment as used in this plan means fall, degree credit, headcount enrollment and excludes students in extension programs, correspondence courses, adult education activities, audited courses, and short courses and those enrolled for individual lessons only.

College-Age Population (CAP) means the number of people in the 18-21 age group.

Extended College-Age Population (ECAP) means the number of people in the 18-23 age group.

College-Parallel Enrollment means all students who are enrolled in college equivalent or parallel work and includes students in the college transfer programs of the community colleges, private junior colleges, private senior colleges and universities, Bible colleges, seminary, military centers, and public senior institutions.

Full-time equivalent (FTE) enrollment is used only with respect to the constituent institutions of The University of North Carolina. The FTE figures assume major importance in relation to University budgeting. The numerical definition of an FTE student is the same as that prescribed by State budget authorities for use in budgeting and is as follows:

FTE (Full-Time Equivalent) of Enrolled Students

Undergraduates	Graduate Students
12 or more credit hours = 1 FTE	9 or more credit hours = 1 FTE
9 to 12 credit hours = 3/4 FTE	6 to 9 credit hours = 3/4 FTE
6 to 9 credit hours = 1/2 FTE	3 to 6 credit hours = 1/2 FTE
Less than 6 credit hours = 1/4 FTE	Less than 3 credit hours = 1/4 FTE

Non-resident students (commonly referred to as out-of-state students) are those students who do not meet the requirements of North Carolina residency for tuition purposes.

Resident students (commonly called in-state students) are those students who satisfy those residency requirements.

Undergraduates are students enrolled for degree credit at a level of study equal to or lower than the baccalaureate degree.

Graduate students are all degree credit students in courses beyond the baccalaureate level, including first professional course work (chiefly law, medicine, and dentistry).

College-going rate means the general tendency of people to attend college and also, in a more particular sense, it is the ratio of freshmen actually entering college to the high school graduates of the previous spring.

College-going ratio expresses the relationship between the number of North Carolina residents enrolled in college in North Carolina (and elsewhere) and the total number of persons graduated from North Carolina high schools during the immediately prior six-year period.

2. Demographic Trends

One of the factors that heavily influence college enrollments (as well as elementary and high school enrollments) is basic population changes such as the total population growth, shifts in the structure and characteristics of the population, and changing trends in fertility, mortality, and net migration. Two population cohorts that have direct influence on college enrollment include the college-age population (18-21 year age group) and the extended college-age population (18-23 year age group). As can be seen from Table A-3-7, the age of college students corresponds in large measure to the 18-23 age group; i.e., about two-thirds of all the students enrolled in The University are 18 to 23 years of age. The North Carolina 18-21 age group numbered 418,266 and the 18-23 age group numbered 605,400 at the time of the 1970 Census of Population. Estimates for these two cohorts for 1975 as given in Table A-3-8 are 447,500 and 637,000 respectively. Both population age groups experienced rapid growth rates during the middle of the 1965-75 time span. These rates of increase for the decade beginning in 1975 are expected to be much slower, reflecting the decrease in live birth trends beginning in 1957 (persons born that year became 18 years old in 1975). From 1946 to 1970, the North Carolina birth rate declined by 30 per cent. During the same period, the national birth rate decreased 26 per cent. North Carolina is approaching the national birth rate level.

The 18-23 age group population is conceptually a good indicator of the pool of potential college students because it closely reflects the actual age spectrum of those going to college. An important limitation on the use of such population data, however, is that the census of population is taken only at ten-year intervals, necessitating estimates for the intermediate years. In general, the farther away from the last year of measurement the population estimate is, the greater the margin of error. The use of a more current statistic is preferable. Such a measure, a proxy or substitute measure for the 18-23 college-age population, is the six-year cumulative high school graduate population that will be discussed shortly.

3. College-Going Rates

a. High School Graduation Trends

Table A-3-9 shows the actual number of North Carolina public high school graduates and associated live birth information from 1968 to 1975, with projections to 1985. (Similar data are given for national high school graduates as well.) As might be expected, there is a strong correlation between live births 18 years prior to graduation and the number of high school graduates. The number of high school graduates sharply increased prior to 1965, due to the high birth rates immediately following World War II. Beginning in 1965, the number of high school graduates dropped slightly until 1969 and then levelled off at around 70,000. Based on a slightly decreasing high school attrition rate, the level of graduates is expected to remain at approximately 70,000 to 72,000 until around 1983. At that time, the decrease in live births experienced in 1965 will tend to decrease the number of graduates to a constant number in the neighborhood of 62,000.

The foregoing analysis is based only on public high school graduates. In North Carolina, the number of high school graduates from non-public schools is relatively small. In 1975 only about 2,400 graduated from State-approved non-public schools, or 3.5 per cent of 69,814 public high school graduates. This number is expected to increase to around 3,000 in the next four to five years.

b. College-Going Rates

Table A-3-10 gives estimates of the percentage of high school graduates who go on to college, both for the Nation and for North Carolina. This percentage suggests the inclination of high school graduates to attend college. The number of entering freshmen is closely related to high school graduates entering in the fall following graduation, but for a number of reasons, the former group is not composed entirely of individuals in the latter group. Any group of entering freshmen includes many individuals who, following a considerable time lapse after high school graduation, enter college for the first time.

North Carolina's percentage of high school graduates entering college increased roughly one per cent per year from 1963 to 1968. Since then, however, the total percentage has fluctuated up and down around a mean of about 42 per cent. The national trend shows a higher going rate that peaked in 1969 at 62 per cent and appears to have stabilized at around 60-61 per cent -- about 16 to 17 percentage points above North Carolina's current rate of 44 per cent.

Another going-rate measure that gives an indication of the percentage of "potential college students" that might enroll in college is the ratio of current North Carolina resident college enrollment in the State to the number of North Carolina six-year cumulative high school graduates. The denominator of this going rate is a proxy for the extended college-age population (18-23). Table A-3-11 shows the trend in this ratio from 1968 to 1975 for North Carolina as well as for the Nation. The total in-state college-going ratio (column 7) has increased from .243 in 1968 to .312 in

1975. This trend coincides somewhat with the decrease in the percentage of non-resident students enrolled in North Carolina institutions. (Since 1969, the percentage of out-of-state students in all North Carolina institutions has decreased from 29 per cent to 21 per cent.) (See Table A-3-14.) Most of this shift has occurred in The University of North Carolina. This can be seen in The University of North Carolina's in-state going ratio, which has increased from .155 in 1968 to .222 in 1975. (See Table A-3-17.) During the same time period, the in-state going ratio for the private institutions has decreased from .071 to a stabilized figure of around .064.

It is instructive to compare North Carolina's total ratio (Column 8 of Table A-3-11) with the corresponding national ratio (Column 9). Even though some progress has been made in the past two years toward diminishing the gap between these two ratios, North Carolina's college-going ratio is only two-thirds that of the Nation. At this rate of progress in narrowing this gap, it will take between 30 and 40 years to achieve the national college-going ratio.

4. Enrollment Trends

A discussion of enrollment trends has already been given in Chapter Two. Supporting data for this discussion are presented in Tables A-3-12 through -17. Some of the relevant observations on these trends are summarized below.

-North Carolina, like many other states, has experienced an unusually high rate of growth in enrollments during the past two years. This high growth rate is reflected in (1) the growth in the number of entering freshmen in 1974-75, after three previous years of decline or no growth at this level (see Table A-3-13); (2) a steady ten-year growth in North Carolina resident graduate students, primarily in the public sector (see Table A-3-14); (3) a recent rapid growth in the number of part-time students, primarily at the graduate level (see Table A-3-15); (4) a continuous increase in female students, many being over 30 years old and enrolled as part-time graduate students (see Table A-3-15); (5) a recent relative increase in participation of black students, enhanced somewhat by veterans' benefits and other types of financial aid; and (6) veterans from the Vietnam War, who are enrolling at a peak rate which will soon begin to diminish.

-Non-resident enrollment appears to have stabilized at around 35,000 on a Statewide basis.

5. Statewide Projections to 1980

a. North Carolina Resident Projections

The method employed in predicting Statewide in-state enrollments, both public and private, is based on the assumption that there exists and there will continue to exist a significant connection between fall headcount in-state enrollments and the total number of high school graduates during the six years immediately preceding the fall semester considered (six-year cumulative high school graduates). There are two variable factors to be taken into account in using this method. One is the projection of the number of high school graduates, and the other is the determination of the ratio of the six-year cumulative high school graduates to the number who will enter college.

The projected number of high school graduates shown in Table A-3-9 is based on unofficial projections by the State Department of Public Instruction. Implicit in these projections is an assumed increase in the proportion of students completing high school.

Corresponding to the projections of high school graduates are the year-by-year projections of six-year cumulative high school graduates given also in Table A-3-9. In-state enrollments to a certain extent directly reflect the variations in this measure of the potential pool of college enrollment. The tendency of students from this pool to attend North Carolina colleges and universities (the total in-state going ratio) during the past ten years has steadily increased. Table A-3-11 gives this ratio since 1968, showing that it has increased from .243 in 1968 to .312 in 1975, or an increase of .069 in eight years. Since 1968, the average rate of growth in the total in-state going ratio has been about .009 a year (.011 a year for the past five years).

The determination of the in-state going ratio is a prerequisite to using this method as an instrument of enrollment projection. The dynamic characteristics of these going ratios make them most difficult to predict because of the many causal factors that influence their fluctuations over time. Per capita income, the condition of the job market, draft quotas, the availability of financial aid, student costs, and public policy are but a few of the variables influencing college-going ratios. To increase the total in-state college-going ratio even more than it has increased in the past five years (at about .01 "points" per year) in the face of economic uncertainty and declining national going-rate trends seems unlikely. Conversely, the prospect of the total in-state going ratio going below the current level also seems unlikely, due primarily to the fact that it would be contrary to the past trends. Moreover, the relatively low North Carolina going ratio, compared to national going ratios, could serve as a positive force at least to maintain, and perhaps to increase, the current total in-state going ratio.

The total in-state college-going ratio to be used in making enrollment projections ultimately is determined by the assumptions imposed. These assumptions are:

-There will be no severe social or economic shifts in the society or the State during the five-year projection period.

-There will be no drastic diminution in the availability of student places throughout the State; i.e., there will be the same basic institutional capacity throughout the planning period.

-There will be no major program changes that will significantly affect college-going ratio trends or cause institutional shifts in enrollment.

-Adequate institutional funding and student financial aid to support the projected growth of enrollment will be available. (Slight changes in federal student aid policies with respect to Veterans Administration, Basic Education Opportunity Grants, and Guaranteed Student Loan programs could have major impact on college going rates in the State.)

Based on these assumptions, the total in-state college-going ratio is projected to continue increasing at a rate slightly lower than that experienced over the past eight years (the moderate going ratio shown in Table A-3-11). This college-going ratio will increase from .312 in 1975 to .354 in 1980, or an average annual increase of .008. This projected rate of growth is somewhat less than the average increase of .011 per year experienced in the five-year span, 1970-75.

Multiplying the above-projected total in-state college-going ratio by the projection of six-year cumulative high school graduates given in Table A-3-9 yields the projected Statewide in-state enrollments shown in Table A-3-17. These projections anticipate a numerical growth of 20,953 in-state students in all institutions by 1980-81. This represents a five-year percentage increase of 16 per cent. From 1970 to 1975, the same length of time, total in-state enrollment increased by 27,948 students, or approximately 27 per cent. Thus, the projected rate of increase in in-state enrollment expected during the next five years is only three-fifths of the rate of growth experienced during the past five years.

b. Non-Resident Projections

As intimated previously, non-resident enrollment in the public sector is in large measure controlled by public policy. The absolute and proportionate decline in non-resident enrollment since 1967 can be attributed largely to overt actions, such as the increase in non-resident tuition in 1971 and stricter admissions requirements imposed by some of the public senior institutions in the late 1960's. Because of these factors, the projections that follow anticipate a slight reduction in non-resident enrollment in the public sector, to about 10 per cent of the total by 1980.

From 1965 to 1969, the percentage of non-resident students enrolled in private institutions climbed from about 41 to approximately 46. This percentage has remained relatively constant at 46 since 1969. The projections to follow assume that the share of non-resident enrollment in the private sector will remain at 46 per cent for the entire planning period.

c. Total Projections, 1975-80

Table A-3-18 shows total headcount projections through 1980, partitioned between the public and private sectors. They show a total enrollment growth of about 2.8 per cent a year for the next five years. (This compares with total enrollment growth averaging about four per cent a year from 1970 to 1975.)

6. Institutional Projections

Projections of headcount and full-time equivalent enrollments have been made for the 16 constituent institutions of The University of North Carolina, the military centers associated with The University, the Community College System, the private junior and senior college sectors, and the Bible colleges and seminary. These estimates have been based on the assumptions stated in previous parts of this section, e.g., the assumed relationship between six-year cumulative high school graduates and the number of in-state college students enrolled. These projections are also based on patterns and trends established by each of these institutions (or sectors) concerning the percentages of students accommodated for the past ten years, and a correlation analysis of these patterns and trends with the years considered in the time period. All institutions, with the exception of The University of North Carolina at Chapel Hill, are projected to grow (most of them at relatively modest rates) during the next five years. (The essentially stable enrollment projections for UNC-Chapel Hill are predicated on that institution's own policy of limiting its enrollment to about 20,000.)

The full-time equivalent student projections for the 16 campuses of The University of North Carolina are based on the projected fall headcount enrollment, using institutionally-derived ratios of fall headcounts to average annual full-time equivalents.

As stated earlier, major additions or deletions of institutions would alter materially the assumptions on which these projections are based and these could in turn alter these estimates. To be helpful for planning purposes, these projections must be revised annually to take into account the additional experience of each institution, as well as any material change in the assumptions on which the present projections are based.

Further qualification with respect to the firmness of these projections arises from the fact that special studies now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment projections. These studies were called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems. They are (1) the study of the five predominantly black constituent institutions and (2) the study of admissions policies and practices of all of the constituent institutions. These projections have been made without the benefit of the findings of those studies and they are to be considered provisional until the studies are completed and the Board of Governors has taken appropriate action on them.

In addition to the assumptions previously made in this report, the following assumptions are also implicit in the projections to follow:

-The projected percentage distribution of public institutional in-state enrollment of college students among the three public subsectors will approximate the 1975 distribution of 87 per cent in The University of North Carolina, 3 per cent in military centers, and 10 per cent in community colleges.

-The projected percentage distribution of the private total enrollment among the junior colleges, senior colleges, and Bible colleges and seminary will remain at the same as experienced in 1975, i.e., 11 per cent, 86 per cent, and 3 per cent respectively.

-The percentage of graduate enrollment in the public sector will grow gradually from about 16 per cent of total public enrollment in 1975 to about 18 per cent by 1980. The graduate percentage for the private senior institutions and seminary is assumed to be constant at its current level of 12 per cent of total private senior and seminary enrollment.

Tables A-3-19 through -24 show actual 1975 enrollments, projections year-by-year to 1980-81 for each of the 16 constituent institutions of The University of North Carolina, and aggregate enrollments for the remaining public and private subsectors. Table A-3-25 gives a six-year summary of FTE enrollments for The University.

7. Summary

The extent of future growth of enrollment in North Carolina colleges and universities will be influenced greatly by the number of students graduating from high schools within the State. More specifically, the growth of the potential pool of college students (the six-year cumulation of high school graduates) will play a dominant role in the growth of in-state college enrollments. This pool will reach a peak in 1982 and then will start decreasing moderately. (See Table A-3-9.) The number from this pool that will enroll in college depends, of course, on many factors such as institutional admissions policies, student costs, students' ability to finance the cost of education, availability of financial aid, military service draft policies, etc. All of these factors are considered implicitly in the assumptions concerning the college-going ratios. For instance, the projected ratio of in-state enrollment to six-year cumulative high school graduates given in Table A-3-17 is predicated on a continuation of past trends, reflecting the prevailing conditions during the past decade. If these assumptions be true, a levelling off of enrollments can be expected during the mid-1980's. Under less optimistic going rate assumptions, enrollments can be expected to level off around 1980, and a decrease can be anticipated thereafter.

In summary, the highlights of this study are:

-Changes in college enrollments are to a large extent a reflection of changes in the 18-23 year old extended college-age population.

-The 18-23 year old extended college-age population pool as measured by six-year cumulative high school graduates will reach a peak of 427,000 in 1982 and will decrease to around 405,000 (a 5 per cent decrease) by 1985.

-College going as measured by the ratio of in-state enrollment to six-year cumulative high school graduates has increased from .245 in 1968 to .312 in 1975, or .067 points in seven years. All other measures of college-going rate (ratio of entering freshmen to high school graduates and ratio of total enrollment to 18-21 year old college-age population, for example) indicate that North Carolina is substantially below the national average.

-If the college-going rate trends established during the past decade continue, the total in-state going ratio can be expected to be about .35 in 1980, compared to .312 in 1975. Total in-state enrollment in 1980 can thus be expected to be about 155,300 (a 17 per cent increase over 1975). Total enrollment is expected to be around 192,000, or about 14 per cent larger than the Statewide enrollment in 1975.

-A levelling off of total enrollment can be expected by the mid-1980's, when the six-year cumulative high school graduate pool will have dropped to about the same level as that of 1972. Increasing in-state going rates, however, are expected to keep total enrollments from dropping until the early-to-mid-1980's.

In using the projections presented in this section, it should be remembered that such projections are not represented to be an accurate prediction of what will happen in the future. They are nothing more nor less than statistical or numerical estimates of what will happen if certain trends continue and if certain more or less reasonable assumptions turn out to be true. Thus these projections represent the results of combining judgment and common sense with objective data and numerical methods. As a result, care must be exercised in their use and revisions should be made on a regular and continuing basis to take account of additional experience, as well as any material change in the assumptions on which the present projections are based.

These projections are not to be confused with the authorized enrollments which are set by the Board of Governors annually for each institution and which constitute maximum enrollment levels for the institutions. If these projections are soundly based and are kept up to date, however, they should closely approximate the authorized enrollments of future years. Thus the projections should be valuable planning data for the constituent institutions and for the Board of Governors.

E. Organization of and Responsibility Distribution within Higher Education

1. The University of North Carolina

a. Governance, Structure, and Organization

It is assumed that the structure and organization for the governance and operation of The University of North Carolina called for by the Higher Education Reorganization Act of 1971 will remain essentially intact throughout the planning period 1976-81. At the time of the adoption of that Act, thoughtful observers speculated that it would take a decade of experience to prove or disprove the wisdom of the Act in general and of its specific provisions. The present University organization has barely a third of a decade behind it. It seems to have been generally accepted. The General Assembly in its sessions of 1973, 1974, and 1975 made no effort to change its 1971 Act materially, although the legislators were not indifferent to higher education during those sessions. The constitutent institutions seem generally to be supportive of the current plan of organization and governance of The University. Yet it probably is too early to assert that the legislative vision of 1971 has been validated, and it certainly is too early to change the present structure and organization of The University in basic ways requiring accommodation that would be expensive in time, effort, and institutional momentum.

We assume that the relationship of the Board of Governors to North Carolina Memorial Hospital, through its Board of Directors, will continue as it was established by the General Assembly in 1971. (The relationship of the Board of Governors with Pitt County Memorial Hospital necessarily is different, since it is owned by Pitt County and not by the State of North Carolina.)

Therefore, the Board is making no recommendations for extensive change in the existing legislation with respect to The University of North Carolina, nor is it anticipated that the General Assembly will find such change necessary during the next five years.

b. Number of Constituent Institutions

When the Higher Education Reorganization Act of 1971 was enacted, the State operated 16 senior institutions of higher education, all of which became constituent institutions of The University of North Carolina. Some of those institutions had been located originally with a view only to local service roles, not to becoming parts of a Statewide system of higher education. Over time, however, with the expansion of the roles of the older institutions and the acquisition of additional, strategically-located institutions by the State, geographical gaps have been filled and institutional coverage has been provided to enable The University to serve the entire State more intensively. Some modification of the roles of some of the institutions may now be necessary to accomplish full coverage in terms of breadth of program offerings throughout the State, but adequate institutional bases are there to serve the State. For these reasons, no need for the creation or acquisition of any additional campus by The University of North Carolina is anticipated during the planning period 1976-81.

Nor is it anticipated that there will be any reduction in the number of constituent institutions in The University. Were a Statewide University for North Carolina being designed from the ground up, it might be found possible to serve the needs of the State with fewer than 16 institutions. That is not the task at hand, however. Each of the current 16 institutions is called for by State statute, re-enacted as recently as 1971. It is therefore assumed that the General Assembly wishes all of them to remain in being unless convincing evidence were presented to it that the termination of one or more of the constituent institutions would be in order. Each of these institutions over its life, long or short, has developed constituencies --

students, staff, alumni, local supporters, political patrons, and others -- whose loyalties and interests are bound up in the preservation and enhancement of that institution. Any termination effort would arouse the strong opposition of those groups. Moreover, given the enrollment pressures now existing and likely to prevail for the next few years, to discontinue one or more of our institutions might create a need to accommodate an equivalent number of students by enlarging other State institutions in physical plant and staff, thus largely or entirely offsetting the short-term economies expected from the discontinuation. Finally, any effort to close any of the five predominantly black institutions probably would be opposed by the United States Department of Health, Education, and Welfare, which has declared:

> The North Carolina plan [for the further elimination of racial duality in higher education] and its implementation may not place a greater burden on black as compared to white students, faculty and staff in any aspect of the desegregation process. . . . . The closing or downgrading of any of the predominantly black institutions in connection with desegregation would create a presumption that a greater burden is being placed upon the black students and faculty in the state.[2]

It must be assumed, therefore, that any move on the part of the Board of Governors and the General Assembly to disestablish any of the five predominantly black institutions would result promptly in litigation designed to frustrate that objective regardless of the motive activating it, and that there would ensue lengthy litigation before the disestablishment could be carried out, even if the State ultimately prevailed.

For these reasons, this planning effort has proceeded upon the assumption that The University of North Carolina will continue to comprise the present 16 degree-granting institutions.

---

[2] Peter E. Holmes, Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, to Governor James E. Holshouser, Jr., November 10, 1973.

c. Enrollments

With respect to institutional responsibilities, it is assumed by the Board of Governors that The University of North Carolina will continue to enroll the major share of those North Carolinians who wish to attend college. In the fall of 1975, the 16 constituent institutions of The University enrolled 69 per cent of the 133,000 North Carolina residents who were in college in this State and The University's military centers enrolled another three per cent. Eight per cent were in the Community College System. The remaining 20 per cent attended private institutions in the State.

While the private institutions of higher education in this State seem to be holding their own and perhaps gaining modestly in total enrollments, it is not anticipated that they will enlarge their enrollments greatly or that the proportion of North Carolina residents in their student bodies -- now about 54 per cent overall -- will increase materially. One consequence of this stabilization on the part of the private institutions at a time when many more people want to go to college has been and will be a continued rise in the proportion of North Carolinians who attend the public institutions.

(Section D of this Chapter deals more extensively with this subject.)

d. Programs

Four-fifths of the graduate and professional school students enrolled in North Carolina are in the nine constituent institutions of The University that offer such programs. Only two of the 38 private institutions of higher education in North Carolina offer graduate or first professional degrees.[3] A third institution has announced plans to undertake such offerings at an early date, but it appears unlikely that additional private institutions will venture into relatively expensive graduate and professional program offerings. In consequence, it will be the responsibility of The University of North Carolina to sponsor virtually all such continuations and expansions of existing programs and new program undertakings of a graduate or professional nature as the State requires.[4]

Undergraduate instruction will continue to be the largest activity of all 16 constituent institutions of The University of North Carolina, despite the importance accorded graduate and professional training in some of them.

It is anticipated that the current, limited involvement of The University in two-year and certificate program offerings will be reduced in deference to the responsibilities of the Community College System, except where the special competencies of constituent institutions of The University (such as those required in several health-related fields) are not matched in the institutions of the Community College System. The numbers of institutions, programs, and degrees involved are not large, so this shift does not imply the release of any significant number of people or dollars for other uses within The University.

---

[3] Here the Southeastern Theological Seminary is excluded from the discussion, since its specialized nature makes it unlike any of the constituent institutions of The University.

[4] While much has been said in recent years about the need for a North Carolina school of veterinary medicine, for example, there has been no suggestion that it be sponsored by a private institution, for the heavy capital and operating costs involved put it beyond the reach of any private institution at this time.

The University long has had among its objectives the provision of instruction by extension and other forms of public service to the people of the State. The Community College System institutions also have emphasized their extension instruction role in recent years. Some private institutions are showing interest in extension and public service activities. It is anticipated, however, that The University of North Carolina will continue to carry heavy responsibility for extension instruction, particularly in the fields of its special competence and in upper division and graduate level work, and that the public service role will be left largely to The University.

2. Community College System

Organized in its present form under the governing authority of the State Board of Education in 1963, the Community College System has flourished over the dozen intervening years. In 1963-64, it had in all programs combined an unduplicated headcount enrollment of 53,000; ten years later, that figure had reached 400,000. The System now comprises 57 institutions. Forty are technical institutes and seventeen are community colleges, with three of the former in transition to the latter status. The chief formal difference between the two types of institutions is that the community college has authority to give a two-year associate of arts degree on the basis of two years of college work, while the technical institute does not. The two types of institutions have the same scope with respect to technical and vocational programs.

The makeup of the boards of trustees, financial support arrangements, sources of students, and program responsiveness to local needs mark the institutions of the Community College System as different in orientation from the constituent institutions of The University, which have wider missions even when they draw the majority of their students from commuting range.

The State leadership of the Community College System has steadily emphasized its technical and vocational programs, putting correspondingly less emphasis on the college transfer program. That program is projected by the System to grow from its current 11,000 students to about 13,000 by 1980-81.[5]

---

[5] This projection is based on the current 17 community colleges, the conversion of three technical institutes to community colleges in 1976 may increase this estimate by as much as 1,000.

At the State level, The University of North Carolina and the Community College System, through their Presidents and staffs, work closely together on special projects (such as the development of The Revised North Carolina State Plan for the Further Elimination of Racial Duality) and continuing mutual concerns (such as program articulation to facilitate student transfers from community colleges and technical institutes to the constituent institutions of The University and vice versa.) A standing liaison committee appointed by the State Presidents of the Community College System and The University was formed recently to provide a regular medium for cooperation and consultation.

For the purposes of its 1975-81 planning, the Board of Governors is concerned only with the instructional programs in the Community College System that are creditable toward bachelor's degrees.

The Board assumes that the Community College System will continue essentially its present organizational, financial, and program characteristics -- that is, that the System will continue to be governed at the State level by the State Board of Education with local boards of trustees exercising significant control over the institutions, that responsibility for financing the institutions will continue to be shared by local and State governments, that the institutions will continue to be highly responsive to local educational and training needs, and that the current relative emphasis on the technical and vocational programs in relation to the college transfer programs will continue to prevail. This implies, among other things, that a large shift of college enrollments from The University to the Community College System is not expected to occur, as it would if the community colleges were to become the required route of entry into higher education for a much larger proportion of our young people. It is anticipated, however, that the community colleges and technical institutes will continue to be sources of growing numbers of transfer students into The University, as has been true for the last decade. Most significant of all, the Board of Governors plans on the assumption that the current good working relationships between the Community College System and The University of North Carolina at all levels will continue, in recognition of the fact that these sets of institutions have complementary roles in the educational service of the State that can best be realized in a spirit of cooperation and mutual helpfulness.

3. Private Institutions

Today North Carolina contains twenty-nine private senior colleges and universities, nine junior colleges, one theological seminary, two Bible colleges, and several proprietary schools which are licensed to give two-year associate degrees.

The 38 private senior and junior institutions enrolled in the fall of 1975 some 48,000 students, or 29 per cent of the total college enrollment in the State. Some 26,000 (20 per cent) of the North Carolina residents in college in this State were in the 38 private institutions. While the 38 private institutions' percentage of the total college enrollment in North Carolina institutions has been declining, their absolute numbers of students enrolled have been relatively steady for several years at 47,000 to 48,000. (See Tables A-3-12, 14, and 16.)

Each of the private institutions is independent of the others, except as two or more share ties with a common religious sponsor which may exert some influence over them. All 38 of the institutions have at least a nominal connection with some religious denomination or group. The 38 institutions all belong to the North Carolina Association of Independent Colleges and Universities, a voluntary confederation designed principally to represent their common interests before the General Assembly and elsewhere.

In 1971, the General Assembly committed the State to a program of financial assistance to needy North Carolina resident undergraduate students who attend the private institutions and, indirectly, to the institutions they attend. That program is now authorized at the level of $4,600,000 a year. The General Assembly of 1975 added a new program to provide to every North Carolina resident undergraduate enrolled as a full-time student in a private institution in this State a grant of $200 a year, irrespective of his need, and the payments are made directly to the private institutions by the State. This program is funded at $4,200,000 a year. Neither program enlarges in substantial ways the authority of the Board of Governors with respect to the private institutions.

The private colleges and universities include only two which now offer graduate and first professional degrees, although a third has announced plans to initiate a law school soon and graduate work at a later date. The remainder limit their programs largely to the traditional arts and sciences programs and to teacher preparation, as is pointed out in greater detail elsewhere in this document.

No increase in the number of private institutions is anticipated, nor is there reason to expect large expansion of enrollment on the part of any of them. In the aggregate, the private institutions appear to be stable in enrollment, although their percentage of total college enrollments in North Carolina probably will continue to decline.

Nor is any significant reduction in the number of private institutions foreseen for the next five years. While the private institutions have in many instances expressed concern for their future financial security and on this basis have pleaded successfully with the General Assembly for State financial aid, only two have found it necessary to cease operation in the 1970's and one was converted to a community college.

For the purposes of this plan, the Board of Governors assumes that there will continue to be a relatively large number of junior and senior private colleges and universities in North Carolina. Should any private institution cease to operate, there appears to be ample room in other private institutions to accommodate the students thus dispossessed and who already have shown a preference for the private sector; therefore, no substantial augmentation of the public institutions' enrollments is anticipated by reason of the termination of private institutions.

Partly as cause, partly as consequence of enrollment stability in these institutions, no programmatic changes are anticipated in the private sector as a whole significant enough to affect The University's enrollments.

In summary, it is anticipated that the private institutions will continue to play a significant and relatively stable role in North Carolina higher education during the planning period.

F. Financing Higher Education

The policies of the State of North Carolina with respect to financing higher education in the State; the procedures for preparing, presenting, and administering the budget of The University of North Carolina; and the general dimensions of University financial operations have been described at length in Chapter Two of this plan.

The unusual financial constraints within which the State currently must operate should ease substantially over the next few years, but for the time being those constraints loom sufficiently large to make it untimely to initiate any substantial new departures in higher educational finance policy as it pertains to The University of North Carolina. Therefore the Board of Governors anticipates and assumes that, during the next five years, neither on its own initiative nor on the initiative of the Governor, the Advisory Budget Commission, or the General Assembly will there be any basic change made in higher educational finance policy or procedure.

The General Assembly in 1971 extensively rewrote the legislation governing the preparation and administration of the budget of The University of North Carolina. The procedure then designed leaves overall decision on the extent and proportion of the State's resources which will be invested in The University of North Carolina to be determined by the General Assembly. It delegates to the Board of Governors the authority to make specific decisions on the internal distribution of those resources within The University (often subject to the approval of the Advisory Budget Commission), while providing ample opportunity for the General Assembly to make known to the Board of Governors its wishes with respect to such allocations. The General Assembly has now had three legislative sessions -- in 1973, 1974, and 1975 -- in which to evaluate its 1971 legislation in operation. The lack of any significant move on the part of the General Assembly to alter the existing budgetary legislation with respect to The University suggests that the members generally find that legislation to be satisfactory and may be expected to continue to support it.

One major uncertainty affects The University, as it does all institutions and agencies of the State of North Carolina: whether the General Assembly will undertake annual State budgeting or continue the current practice of biennial budgeting, perhaps with adjustments being made in that budget before the beginning of its second year. The implications of shifting from a biennial to a regular budget preparation cycle would be very large. The impact would take the form (among others) of nearly doubling the amount of time required every two years at the campus and General Administration levels for the formulation of the budget of The University, while introducing a larger degree of uncertainty as to the durability of funding arrangements. It is the hope of the Board of Governors that means will be found by which the biennial budget cycle may be retained.

G. Federally-Established Legal Imperatives

There was a time when institutions of higher education functioned with little concern for the direct impact of federal policies on their operations. That time is gone. In recent years, the federal courts, the Congress, and the executive agencies of the federal government have imposed on colleges and universities behavorial standards and procedures in increasing number, variety, and complexity. These standards and procedures have been designed generally to effectuate their proponents' conceptions of fair and just behavior toward students and employees on the part of educational institutions. The universities have been sources of advocates of this kind of federal assumption of responsibility. Their faculties and students have played significant roles in articulating and stimulating public opposition to unfair treatment of people, especially where such mistreatment stemmed from discrimination on the basis of the race, sex, national origin, age, physical or mental disability, or other involuntary characteristics of the subject.

Whatever the benefits to those aspects of The University where they are calculated to bring about improvement, there is increasing reason to believe that the net impact of these federally-established standards and procedures on the efficiency and educational quality of the institutions has been negative. More and more of the time of college and university administrators is going into collecting, analysing, and reporting data on their institutions to federal agencies; into formulating plans for institutional compliance with newly-declared or revised federal requirements; into making periodic and special reports to federal oversight agencies and the courts; and into responding to individual complaints, administrative proceedings, and lawsuits arising from alleged infringements of federally-declared rights and interests of students, faculty, staff members, and those who aspire to become or remain such. These federal regulatory programs carry no federal funds to defray the costs of compliance with them; those costs must be borne by the institutions, most often by diverting to those programs the time of people which otherwise would be spent on the basic work of the institutions they serve. Those costs are high: The editors of *Change* recently estimated that nationally, the total 1975 cost to higher educational institutions of federally-mandated programs alone was $2,000,000,000.[6] Moreover, the time and energies so diverted often are those of the leadership of the institutions, and therefore the true cost of their preoccupation with federal programs of compliance may be greater than the dollars involved suggest. As one example, it is noted that the statistical reports submitted by The University to the Office for Civil Rights of the Department of Health, Education and Welfare in support of its January 31, 1976, semiannual report filed pursuant to *The Revised North Carolina State Plan for the Further Elimination of Racial Duality* comprises 1,187 pages, stands 5 5/8 inches (13.9 cm.) high, weighs 12 pounds and 3 ounces (5,533 grams), and cost several hundred thousand dollars to produce.

These federal programs of regulation affect The University of North Carolina in particular as an employer, as a contractor with the federal government, and as a public institution. They significantly affect both long-range and day-to-day operations. Most of them are based on statutes which are defined, elaborated, and applied by administrative regulations;

---

[6] Editorial, "Will Government Patronage Kill the Universities?" *Change*, VII (Dec. 1975-Jan. 1976), 10.

one is based on an executive order of the President. The majority have been enacted, or have first been applied to higher education, since the constituent institutions were brought together in The University of North Carolina, and thus in many respects after the most significant period of expansion in enrollment, faculty employment, and facilities. Many of the federal requirements could have been more efficiently and fully accommodated had they been in force before that growth occurred.

Whether statutory or administrative in their basis, federal regulatory programs fall into three classes. Some provisions apply to any entity undertaking a particular function, particularly Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and the Occupational Safety and Health Act, all of which regulate employers generally (although Title VII and the Equal Pay Act were first applied both to public employers and to education in 1972). A second class of programs applies only to entities, whether public or private, having a financial relationship with the federal government, including Title VI of the Civil Rights Act of 1964 (racial discrimination by federal grantees), Title IX of the Education Amendments of 1972 and Sections 799A and 845 of the Public Health Service Act (sex discrimination in education and health education, respectively, by federal grantees), the civil rights provisions of revenue sharing, Executive Order 11246 (discrimination and affirmative action in employment by federal contractors), Sections 503 and 504 of the Rehabilitation Act of 1973 (affirmative action in employment of the handicapped by federal contractors and discrimination against the handicapped by federal grantees), and the Vietnam Era Veteran's Readjustment Assistance Acts of 1972 and 1974 (affirmative action in employment of certain classes of veterans by federal contractors). Finally, public higher education is subject to judicial scrutiny of alleged violations of equal protection and due process rights guaranteed by the 14th Amendment to the United States Constitution, because its actions are for many purposes deemed State action.

While differing types of regulatory programs often have similar aims and overlapping jurisdictions, there is considerable variety in scope, detail, precision, and mode of enforcement and remedy among specific provisions. All, however, impose common kinds of obligations with similar implications for planning and development, which may be summarized as the duties to:

1. Refrain from certain types of action.
2. Take positive steps to identify and eliminate even unintentional prohibited actions.
3. Take remedial steps to eliminate the effects of prior actions that are now prohibited (although they may have been lawful when done).
4. Take positive steps to achieve certain ends related to the absence of prohibited actions, even where specific instances of such prohibited actions are not involved.

These four obligations affect the planning process and help to determine program and resource allocation priorities, both on a University-wide basis and within each institution. At present the most direct effect at the University-wide level is felt under the Title VI mandate to eliminate the vestiges of a racially dual system of higher education. There the federal perspective is that The University and all of its constituent institutions must be treated as a whole; and that major program, resource, and facility decisions must be scrutinized for their comparative effect on institutions' attractiveness to students and faculty generally, and to white and black students and faculty separately.

The other federal programs primarily address the constituent institutions individually, although they affect University-wide planning and administration as they have impact on campus budget, program, personnel, and facility decisions. Nevertheless, decisions as to the kinds of action which are either prohibited or required frequently are made at The University level, not the campus level. This is particularly true in those instances where the federal mandate is ambiguous or under legal attack, since institutions must continue to operate and should have uniform guidance in doing so. The potential impact of much federal regulation therefore requires greater central involvement in campus decisions than otherwise would occur, and the handling as a part of the central planning process of issues preferably left to the institutions.

The effect on institutional and University-wide planning and administrative processes of federal mandates to the campuses may be illustrated through the four prohibitions against related types of employment discriminations. Title VII of the Civil Rights Act and Executive Order 11246 prohibit employment discrimination based on race, color, national origin, religion, or sex. That is, they demand that each institution refrain from discriminating on the basis of those factors; scrutinize hiring, pay, promotional, and other standards and practices to assure the absence of unintentional discrimination on the basis of those factors; and provide remedial back pay and changes in compensation and status when discrimination on the basis of those factors is identified by the institution or administrative or judicial processes. Title IX of the Education Amendments of 1972 reiterates these obligations, but only as to sex discrimination; the Equal Pay Act applies only to sex discrimination in compensation. The Executive Order requires, additionally, "affirmative action" beyond what would be necessary to demonstrate the absence of current discrimination.

The relationship between equal pay and affirmative action is a more explicit example of the centralization which regulation causes. Changing markets among the hundreds of kinds of faculty members sought by the constituent institutions produce wide variety in the caliber of faculty available at various salary rates. The Equal Pay Act heretofore has been applied to industrial settings where clear and consistent wage scales and relatively inelastic supply and demand relationships prevail. Hence, federal enforcement agents are now just beginning to come to grips with academic market dynamics, and have not at all addressed their effect on an institution's ability to hire those minority and female candidates whom it wishes to hire and who may be available only at a salary premium. Ultimately these are questions of law which must be resolved similarly for all constituent institutions. In planning and administrative terms, that result involves central decisions on salary structure which will constrain institutional operations in an area preferably left principally to institutional judgment.

Finally, federal rules cause an unmeasured but predictably large growth in the cost of carrying out The University's business. All aspects of university experience -- tenure decisions, planning and construction of facilities, campus relationships with student groups, for example -- must conform to federal requirements and The University must be able to demonstrate that conformity. Those ends require costly overhead efforts; costs are magnified where the regulations are unclear or, as is sometimes the case, conflicting, or where the reporting requirements are extensive.

The purpose of this section is not lamentation but illumination. These programs of federal regulation exist. They show no sign of reduction in scope or in vigor of enforcement, though we may see the beginnings of a greater understanding on the part of some of the federal program administrators that real progress toward the goals sought will be slow and tedious. The direct and indirect costs of compliance with federal mandates are high, but they are unavoidable costs of doing business for public institutions of higher education today. The University of North Carolina is committed to a policy of compliance, while at the same time upholding and improving the quality and effectiveness of its institutions in the service of the State.

H. State Oversight of The University of North Carolina

As an institution of the State of North Carolina which derives its principal support from State funds, The University of North Carolina is subject to several types of external review by an increasing number of State agencies. The chief concern of most of the agencies is whether The University is spending State funds in conformity with the legislative appropriation acts and established State expenditure procedures.

The State Auditor may post-audit University fiscal transactions. He is concerned with the accounting systems used by the agencies and institutions of the State including The University and approves the purchase or rental of accounting equipment by any State agency or institution. [G.S. 147-58.] He is also concerned with the economy, efficiency, and effectiveness with which State agencies and institutions operate. [G.S. 147-58(9).]

The Governor in his capacity as Director of the Budget, the Advisory Budget Commission, and the Office of State Budget and Management of the Department of Administration (which acts as the staff arm of the Governor and Advisory Budget Commission) maintain close oversight of the budgets of The University. This is done through several series of periodic financial reports filed by The University and its constituent institutions with the Office of State Budget, through special inquiries made by the Office of State Budget on any matter of concern to it or to the Governor or the Advisory Budget Commission, and through information provided in support of requests made by the constituent institutions for quarterly allotments of funds and for permission to transfer funds between object of expenditure lines in the budget as approved by the General Assembly, the Board of Governors, and the Governor and Advisory Budget Commission. As a part of the budget preparation process, much fiscal information (including past expenditure information) must be filed by The University with the Office of State Budget in support of its appropriation requests. As the staff, the skills, and the concerns of the Department of Administration have broadened in recent years, that Department has become more interested in institutional processes, including program planning, which bear upon budget formulation and administration in The University. The legal warrant of the Governor in non-fiscal matters is broad enough to include The University in inquiries he may make with respect to the efficiency and effectiveness of State government and its agencies and institutions, although he has no direct authority or responsibility for management of The University of North Carolina.

The General Assembly has general oversight of The University of North Carolina and those aspects of its performance in which the legislators take interest. As legislative sessions have become more frequent and total session time has lengthened in recent years, the amount of time required in attendance on the General Assembly by the President and the principal members of his staff has increased. During the first three years after the University reorganization legislation took effect in 1972, the General Assembly was in session more than fifty weeks and during that time its needs necessarily were the primary concern of the University administration.

Until very recent years, the oversight authority of the General Assembly was exercised directly by its members, acting in most instances

9

in committee during legislative sessions. In 1971, however, the General Assembly established as one of its own staff agencies the Legislative Fiscal Research Division. The staff of that Division works closely with standing committees of the General Assembly during legislative sessions and with the Legislative Research Commission and Legislative Services Commission and other interim legislative study commissions between sessions of the General Assembly. The statutory authority of that Division is broad. It includes making periodic and special analyses of institutional receipts and expenditures and of current requests and recommendations for appropriations; reviewing and evaluating compliance by State institutions with legislative directives contained in the State budget; examining the structure and organization of State institutions and recommending changes therein in the interest of increased efficiency; making such other studies, analyses, and inquiries into the affairs of State government as may be directed by the Legislative Services Commission, by the Committee on Appropriations of either house, or by either house of the General Assembly; and making periodic reports on the activities of the Division to the Appropriations Committees or to the General Assembly at large, as it may find appropriate [G.S. 120-36.3] The Legislative Fiscal Research Division seems in practice to be less concerned with expenditure audits in the limited, traditional sense than with the processes and programs of State institutions and agencies and the extent to which they are carrying out legislative intent in the expenditure of funds and in other actions.

At this point, it is appropriate to recall that the 1971 Higher Education Reorganization Act was in part responsive to a growing conviction on the part of legislators that the General Assembly had been involving itself to an inappropriate degree in deciding issues of higher educational policy. Without raising questions of motive, those members expressed concern as to the legislature's capacity to bring to those decisions understanding equal to its authority. The draftsmen therefore wrote into the 1971 legislation -- finally adopted by nearly unanimous vote of the General Assembly -- greater delegations of authority to the Board of Governors than the legislature had been willing to make to other higher educational boards in the past. The most important of these new delegations pertained to the management of the fiscal affairs of The University. For example, the 1971 legislation contains directives unique to the Board of Governors as to the manner of organizing and presenting its budget appropriation requests to the Governor, the Advisory Budget Commission, and the General Assembly. It also contains special provisions granting the Board more authority than is given to other State agencies to manage funds once they have been appropriated to The University by the General Assembly. While The University is fully subject to audit and other modes of accounting for its use of public funds, the General Assembly has wisely recognized in the 1971 legislation, and in its own salutary adherence to the voluntary and revocable contraints on its own actions contained in that legislation, that in the presentation of its financial needs and in the use of financial resources allotted to it, special treatment should be and safely can be given to The University.

The effectiveness of the Board of Governors as the representative of The University of North Carolina in dealings with the General Assembly is not determined entirely by the formal authority delegated to the Board by statute. Practice determines the real meaning of that role. It is no less essential that the General Assembly exhibit continued confidence in and reliance on the Board of Governors in that role by recognizing the Board, speaking through its designated agent, the President, as the sole voice of The University in legislative affairs. To the extent that legislators allow spokesmen of special institutional interests to deal directly with them, other than as part of a concerted plan of representation of The University under the direction of the President and the Board of Governors, they invite greater fragmentation of University representation and frustrate one of their own chief legislative purposes in enacting the Reorganization Act of 1971. It was a characteristic feature of legislative review of higher education budgets prior to reorganization that all requests from all institutions were reviewed directly by the Governor, the Advisory Budget Commission, and the legislative committees. The selection of which proposals were to be funded and which were not to be funded proceeded in these arenas without the assistance of an ordered schedule of priorities which was part of a unified budget. In response, the General Assembly of 1971 wrote into the legislation a direction that the Board of Governors, in its budget requests for The University, include such a schedule of priorities. The ordering of that schedule must, if it is to be effective, leave in the Board of Governors the effective authority to say "yes" or to say "no" in a definitive way to institutional requests, otherwise the legislative purpose cannot be achieved.

In addition to the kinds of inspection and oversight to which it is increasingly subject as a collector and spender of State funds, The University is subject to close State regulation as an employer by the Office of State Personnel of the Department of Administration, whose jurisdiction includes all University personnel who are under the State Personnel Act -- which means a majority of them. As a purchaser of goods and services, a builder of buildings, a buyer and seller and a lessor and lessee of land and space in buildings, The University is subject to close regulation and its actions are subject to review and often to prior approval by one or more divisions of the Department of Administration and in some cases affecting real estate also by the Council of State.

All of these types of review, regulation, and oversight The University encounters because it is a State entity. In addition, it shares with private persons and organizations the duty of complying with regulation and inspection by the State when it operates a restaurant or cafeteria, a hospital, an electric distribution system, or an elevator, or engages in any of the multitude of activities the State today regulates in the public interest.

While most of the judicial activity of recent years affecting The University of North Carolina has occurred in the federal courts, the institutions of the State are no less subject to the courts of the State. The increasing disposition of citizens to seek remedies for individual grievances and to pursue policy changes through litigation has a substantial and growing impact on The University as well as upon other public institutions and agencies.

The purpose of this brief review of the principal State entities which devote increasing attention to many aspects of The University's existence and functioning is to establish the fact that "accountability," a word often heard these days in discussion of higher education, is in the fiscal sense at least an old and familiar concept and practice to The University of

North Carolina. The University recognizes the need and welcomes the opportunity for explanation of its activities to responsible State agencies. As those agencies and their staffs grow and their capacity to obtain and analyze data on The University increases, however, The University finds itself in the position of receiving increasing attention from agency staff people who, in carrying out their tasks, become more and more involved in The University's internal processes at earlier and earlier stages, and who, perforce, make more and more extensive demands on the time of University administrative staffs.

CHAPTER FOUR

GOALS, TASKS, AND OBJECTIVES

A. The Goals of Public Higher Education in North Carolina

In Chapter Two of this long-range plan, a comprehensive description of higher education has been given. It will be useful here to summarize the constitutional and st[illegible] foundations of public higher education as the necessary basis for the statement of goals, tasks, and objectives.

1. The Constitutional and Statutory Mandates for Higher Education

Public higher education in North Carolina is established and maintained in accordance with the mandates of the Constitution of the State. Article IX of the Constitution declares:

> Sec. 8. Higher Education. The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. . . . .
>
> Sec. 9. Benefits of public institutions of higher education. The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

a. The University of North Carolina

This constitutional mandate is effected, first by Chapter 116 of the General Statutes of North Carolina, as amended by the General Assembly effective July 1, 1972. Chapter 116 provides in Section 3:

> The board of trustees of the University of North Carolina is hereby redesignated, effective July 1, 1972, as the 'Board of Governors of the University of North Carolina.' The Board of Governors shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

The statute then provides that The University of North Carolina "shall be composed" of the 16 public senior institutions of higher education: the six campuses which theretofore composed The University of North Carolina; the nine "regional universities" established or acquired by the General Assembly beginning in 1877; and The North Carolina School of the Arts, established by statute in 1963.

b. The Community College System

Chapter 115 A of the General Statutes further effects the Constitutional mandate to maintain a public system of higher education. Enacted in 1963 after legislative consideration of the report of The Governor's Commission on Education Beyond the High School, Chapter 115 A

> provide[s] for the establishment, organization and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult educational programs . . . .

This statute authorizes a Statewide network of 17 community colleges, offering two-year college parallel and technical and vocational programs, and 40 technical institutes. A State Department of Community Colleges, under the State Board of Education, provides State-level administration of this system. Each of the institutions is governed by a board of trustees which is the body corporate of the institution.

2. The Goals of Public Higher Education

In redefining The University of North Carolina in 1971, the General Assembly declared three basic goals for higher education:

(1) To extend the benefits of education;

(2) To improve the quality of education; and

(3) To encourage an economical use of the State's resources.

These basic goals can be restated in these terms: It is the policy of the State of North Carolina (1) to provide access to higher educational opportunities for its citizens (2) through a well-planned and coordinated system of higher education which is (3) effective and efficient and (4) responsive to special educational needs.

The principal responsibility for the development of a well-planned and coordinated system of higher education, and for the establishment and execution of policies to attain these three basic goals, is assigned by statute to the Board of Governors. It is the specific task of the Board to plan and develop the coordinated system. Consistent with that task, the Board is assigned five major categories of powers and duties:

(1) With reference to the constituent institutions of The University of North Carolina, the Board of Governors has comprehensive duties and powers for the control, supervision, management, and governance of all affairs of the constituent institutions, together with the responsibility to develop, prepare, and present a single, unified budget for all of public senior higher education, and to approve the establishment of any new public senior institution.

(2) With reference to the State Board of Education and the Department of Community Colleges, the Board of Governors is to maintain liaison

through appropriate and regularized consultative processes, in accordance with the intent to develop a coordinated system.

(3) With reference to Statewide State or federal programs that provide aid to institutions or students in postsecondary education through a State agency, except for those related exclusively to the community colleges, the Board of Governors is to administer such programs in accordance with State or federal statute to insure that such activities are consonant with the development of a coordinated system of higher education.

(4) With reference to the private colleges and universities, in the interest of developing a coordinated system of higher education, the Board is

(a) to assess the contributions and needs of those institutions and give advice and recommendations to the General Assembly to the end that their resources may be utilized in the best interest of the State;

(b) to review all requests for State aid to private colleges and universities or to their students and make recommendations to the General Assembly;

(c) to license to confer degrees the non-public institutions established in the State after April 15, 1923;

(d) to approve the appointment by the President of an advisory committee of presidents of private colleges and universities; and

(e) to maintain liaison and consult with the private institutions through that advisory committee or other appropriate mechanisms.

(5) With further reference to all of higher education in North Carolina, the Board of Governors is

(a) to collect and disseminate data and to prescribe uniform reporting practices and policies for the constituent institutions;

(b) to give advice and recommendations to the Governor, the General Assembly, the Advisory Budget Commission, and the Boards of Trustees of the constituent institutions; and

(c) to prepare and from time to time revise a long-range plan for a coordinated system of higher education.

These comprehensive duties and responsibilities, reaching across all of higher education, constitute for the Board of Governors its tasks of governance, management, budgeting, advising, planning, and consultation, all for the purpose of achieving through a coordinated system the declared goals of higher education as set forth in the Constitution and the statutes.

The policies and objectives established by the Board of Governors in furtherance of the three basic goals declared in the 1971 legislation and in the Constitution are described in the remaining sections of this chapter. With reference to certain of these goals, particularly those pertaining to academic programs, detailed assignments of responsibility to the 16 constituent institutions are in Chapter Five. As will be noted, in the vital areas of research and public service -- which are also integral to the goals of The University -- additional planning studies remain to be accomplished.

B. Extend the Benefits: Access to Higher Education

To extend the benefits of higher education, it is the goal of the Board of Governors to provide needed higher educational opportunties for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. Attainment of this goal is necessarily constrained by the availability of resources. This constraint is particularly important in providing programs at the graduate and first professional levels, where higher program cost and specialized facilities and other resources are required. These considerations apply also in certain areas of undergraduate education. (These factors are explored in greater detail elsewhere in this chapter and in Chapters Five and Six.)

1. Programs to Provide Access

The Board of Governors seeks to insure this needed access to higher educational opportunity primarily through three programs.

a. Low Tuition

In accordance with the provisions of Article IX, Section 9, of the Constitution of North Carolina, the Board of Governors has sought to keep tuition charges to North Carolina students attending the constituent institutions as low as practicable. Tuition and academic fees in the 16 institutions were reviewed by the Board of Governors in 1972, immediately after it assumed its responsibilities. That review led to the initiation of a three-year program, begun in 1973-74, to establish uniform schedules of tuition and academic fees in The University. Tuition and academic fees were standardized over a three-year period among four categories of constituent institutions: doctoral institutions, master's level institutions, baccalaureate institutions, and the School of the Arts. As of 1975-76 this objective had been accomplished and uniform tuition schedules now exist within these categories of institutions.

These uniform tuition and academic fee schedules are generally modest for North Carolina residents. This is not to say that they are insignificant charges for many students, but they compare favorably with the practices of most states. Low tuition, it must be emphasized, constitutes one of the most important of all forms of student financial aid. It is one of the key elements in a program of making higher education accessible to citizens of the State, and represents one of the most important investments the State can make in the general welfare of its individual citizens and in its economic and social growth and development.

Low tuition applies essentially, however, to regular session, North Carolina resident students. Tuition charges for out-of-State students are much higher. In most instances, North Carolina citizens who are served by extension credit instruction pay much higher charges than do students in on-campus programs, since extension credit programs are generally supported largely by receipts. Further, on-campus resident instruction during the summer sessions is supported to a larger extent by student payments than is regular session instruction, although there are State appropriations made for partial support of summer programs.

With the exceptions noted, therefore, it can be said that North Carolina has been able to broaden access to the institutions of its University by means of low tuition, and in this respect there is important progress toward the constitutionally-declared goal of providing the benefits of public higher education to its citizens, not "free of expense," but at low cost.

Tuition and academic fees, however, constitute only a part of the costs that students or their families must bear. There are, in addition, special fees that must be charged to support various activities and programs which are not supported by appropriated funds, and there are debt retirement fees which must be charged to pay for the construction and maintenance of certain types of facilities which, by North Carolina practice, are not generally constructed from appropriated funds. These various types of fees are necessary to provide certain necessary programs and facilities, and they offset in part the benefits of low tuition. Further, the student must, in addition to these direct charges, have the necessary funds to pay for food, housing, and other necessities. Low tuition, or even free tuition, is not a sufficient answer to the problem of access. Comprehensive programs of student financial aid must therefore be available if there is to be access to public higher education for large numbers of citizens.

b. Student Financial Aid

Accordingly, major resources of student financial aid are indispensable if a broad measure of higher educational opportunity is to be attained. Currently major resources for this purpose are available, particularly for the benefit of undergraduate students.

These financial aid programs for students in the 16 constituent institutions are in the form of grants, various types of loans, scholarships, and funds for student employment. Funds are provided by the State (e.g., through matching funds for College Work-Study or for non-service scholarships for North Carolina residents), by private sources (such as foundations or special gifts), by institutional funds, and by the federal government. Federal programs constitute the largest single source of student financial aid, and it is upon a variety of federally-financed programs that equality of educational opportunity is especially dependent.

Table 4-1 summarizes for 1974-75 the number of recipients of aid funds in The University of North Carolina and the dollar amounts of aid by these various categories.

Table 4-1

Type of Aid	Total Number of Recipients	Dollar Amount
1. Grants	24,573	$ 35,798,426
2. Loans	14,907	11,739,930
3. Scholarships	7,722	8,731,715
4. Student Employment	21,587	19,657,064
Total Number of Awards and Loans	68,789	$ 75,927,135
Total Unduplicated[a] Number of Recipients	49,070	

---

[a] Some recipients receive multiple awards in one or more categories.

The magnitude of these figures, coupled with a recognition that these programs are, with few exceptions, based on a determination of need, underscore the importance of comprehensive student financial aid programs. In some of the constituent institutions, almost two-thirds of the students enrolled receive financial aid. It is important to add, moreover, that Table 4-1 reports only those programs of aid administered through or reported through student financial aid offices on the campuses. Large numbers of students hold jobs off-campus to assist in paying the costs of their education, and this type of student employment is not reflected in the above. Also, scholarships and grants made by private foundations directly to students are not included. Moreover, the figures in Table 4-1 include veterans' benefits. The volume of funds available from this source will soon decline.

Continued federal programs in this area, combined with low tuition and supplemented by necessary State programs, are thus essential if educational access is to be provided to citizens of North Carolina who have the aptitude, motivation, and desire to pursue higher educational programs but who lack the personal financial resources to avail themselves of this opportunity.

c. Articulation

A related program for improving student access to higher education is in the area of program articulation -- i.e., the design of guidelines and policies that facilitate students' transferring to other institutions with minimum loss of time or credit. This is particularly important for students enrolled in the community colleges and the private junior colleges. In the fall of 1975, 3,138 students from these institutions transferred into the 16 constituent institutions of The University to complete their studies for the baccalaureate degree; 2,071 of these students transferred from community colleges and 1,067 from private junior colleges.

There is, moreover, a substantial volume of student transfer among the constituent institutions and the private senior institutions. In 1975, some 730 students transferred from private senior institutions into constituent institutions of The University. Much of this movement is necessitated by personal reasons, and much of it is the result of career choices. For example, the baccalaureate degree in nursing is offered only at eight of the institutions of The University and in three private institutions. The student electing to pursue the B.S. in Nursing, after enrolling in an institution not offering that degree program, would need to transfer to one of these institutions. The objective of articulation is to facilitate the transfer of qualified students for whom spaces are available.

Articulation guidelines are developed by the Joint Committee on College Transfer. The Committee consists of representatives of the community colleges, private institutions, and The University. Special articulation studies have also been prepared in some of the health professions. The guidelines prepared and published by this Committee provide students and counsellors with needed information about the transfer of credit, to aid the student in choosing an institution and before transfer to design a program of study to meet graduation requirements.

2. Measures of Access

The progress attained in providing access to higher educational opportunity has been indicated earlier in this long-range plan in discussions of past and present enrollments. The most significant measure of access is the "college-going ratio," or the ratio of a potential pool of enrollees who actually take advantage of higher education. Defining the college-age population as consisting basically of 18-21 year olds, the "going ratio" for North Carolina, that is, the ratio of total college enrollment to the State's 18-21 population, has risen from .15 in 1950, to .23 in 1960, and now .38 in 1975. North Carolina continues to lag substantially behind the national average (the national going rate for degree credit enrollment for 1975 was around .56), but the progress made in recent years is impressive. Subject to certain conditions and constraints, the Board of Governors seeks to increase this "going ratio" to .44 by 1980, compared to a projected national figure estimated to be around .60 in that year.

A particular aspect of this matter that should be noted is the increasing college attendance rate of black citizens. It is estimated that total enrollment of black students in the 16 constituent institutions was 15,446 in the fall of 1973. In the fall of 1975 this had increased by 25 per cent, or to 19,237.

3. Issues and Problems

The preceding discussion, the analysis of past and present enrollments in Chapter Two, and the projections of future enrollments in Chapter Three, serve to indicate the substantial progress being made in extending the benefits of higher education to the citizens of the State in terms of student access. In relationship to access to higher education as a critical aspect of this goal, one current pressing issue must be noted.

The constituent institutions of The University are currently faced with a substantial surge in enrollment pressures. With limited exceptions, they are enrolled significantly in excess of budgeted enrollments -- some very substantially so. Moreover, the present rate of applications indicates that these pressures are continuing.

This experience is in marked contrast to that of the earlier years of the decade, when estimated budgeted and actual enrollments consistently were very nearly in balance. Moreover, the unanticipated increases in enrollment in North Carolina over the last two years have been a part of a national trend. Enrollments in The University in 1975 were 8.0 per cent over those of 1974 -- and 6.8 per cent over budgeted levels. Nationally, higher education enrollments in 1975 were 8.9 per cent over 1974.

Responsibility for admissions and enrollments has thus far been divided, by action of the Board of Governors, between the Board and the constituent institutions. The Board of Governors establishes enrollment levels for The University and for each constituent institution. With respect to admissions, the following delegation was made to the Boards of Trustees by resolution approved on July 7, 1972:

> Subject to such enrollment levels and minimum general criteria for admission as may be established for a constituent institution by the Board of Governors, each constituent institution of The University of North Carolina shall establish admissions policies and resolve individual admission questions for all schools and divisions within the institution . . . .

Recognizing the inherent imprecision of enrollment projections, even from year to year, the Board of Governors has established enrollments in terms of an authorized range for each institution. The ranges are established after thorough review of institutional experience and estimates, in consultation with the Chancellors. It has only been in 1974-75 that some institutions and in 1975-76 that most institutions reported enrollments well over the authorized range.

This "over-subscription" or "over-enrollment," as against authorized and budgeted enrollments, has coincided with a difficult time of financial stringency for North Carolina. For two consecutive fiscal years -- 1974-75 and 1975-76 -- the Board of Governors has not been able, within the limits of the appropriations made available to it and in the face of other high priority needs, to fund fully either the estimated or the realized enrollments at many of the institutions.

Accordingly, the Board of Governors has directed all constituent institutions to take necessary measures designed to prevent enrollments for 1976-77 from exceeding the authorized ranges. This action was deemed essential to maintain the quality of instruction. For example, for two consecutive years the Board has been able, with limited appropriations, to fund only 50 per cent of a comprehensive program of library improvements. That program is designed to eliminate deficiencies in library holdings at several institutions, as measured by general national standards, and to bring all libraries up to a level of continuing financial support that will adequately provide needed library resources for programs of instruction and research. Library needs are closely related to enrollments. Over-enrollments thus compound the existing unresolved problems of library inadequacies, as they compound the problems of inadequate laboratory and other facilities in many instances. The quality of students' educational experience and opportunity is thus compromised. These circumstances have necessitated a stricter control over admissions and enrollments.[1]

Neither those controls, nor other limitations that the Board of Governors may impose on the enrollments of the constituent institutions individually and collectively, should be construed as efforts on the part of the Board to discourage college attendance by qualified persons. The statutory mandate under which the Board operates, as well as the convictions of its members, are on the side of improved access to all institutions, not the limitation of access. Current policies of enrollment limitation arise from the conviction that there is a close relationship between the resources available to institutions and the number of students they can teach effectively. It is the hope and expectation of the Board that the General Assembly soon will be able to carry out its responsibility, under the State policy of student access that it has declared, to make available to The University and the Community College System the funds necessary to finance the accommodation of more students.

---

[1] Concurrently, the President is making a study of admissions policies and practices in the constituent institutions. That study, which was initiated in connection with commitments made under the plan to eliminate racial duality, will be completed for consideration by the Board of Governors in 1976.

C. Extend the Benefits: Comprehensiveness of Educational Programs

The goal of extending the benefits of higher education has a second dimension for The University of North Carolina beyond that of student access. It requires also a wide array of educational program offerings, geographically dispersed across the State. This extensiveness of programs is explored at greater length in Part I of Chapter Five (Instruction). Some general comments are pertinent here.

First, with reference to the dispersal of the institutions it appears that the present structure of 16 constituent institutions is sufficient. Some might argue that greater economy and quality could be achieved by reducing this number. The fact is that 16 campuses do exist, and successive legislatures have sustained the judgment that they should exist. Each has a physical plant that represents a major investment on the part of generations of taxpayers and generations of students. Each has its own faculty, its own library, its own clientele, its own alumni, and its own friends and supporters. The most reasonable and the most effective means of achieving the stated goals of higher education is clearly, at least at this time, to make the most effective use of the 16 campuses. This conclusion is strengthened, moreover, when one considers the whole and not only the parts. It is essential that the future development of these 16 institutions proceed in a coordinated manner within a unified governance structure. Sixteen constituent institutions under a single governing board can better address the need for comprehensiveness than can 16 independent institutions. At the same time, it is no less clear that present and indicated problems of higher education reveal no need to establish any new institutions -- an issue already faced on one occasion by the Board of Governors.

This may have the ring of making a virtue of necessity, but there are further supporting reasons for this conclusion when the characteristics of the institutions are considered. In Chapter Two, where the growth of the 16 institutions was recounted, it was evident that the process was not wholly a haphazard one but neither did it reflect comprehensive planning. Nevertheless, consistent patterns and some rather clear divisions of responsibility emerge. There is a wide distribution of instructional programs at the undergraduate level in the arts and science disciplines, one major index to assess the extensiveness of the benefits. Similarly, in high demand undergraduate programs of a professional nature, especially in education, there is a wide distribution of many programs. Programs that entail high costs, or require more specialized facilities and resources, or have a more limited demand, are much less extensive in their distribution. This is particularly the case at the doctoral and first professional levels, to a lesser extent at the master's level, and in some areas of study at the baccalaureate level. Extensiveness in this regard must be weighed against assurance of higher qualitative standards -- i.e., effectiveness -- in program offerings in the context of limited resources.

As will be detailed in Chapter Five, the planning process has brought into focus certain apparent new program needs to fill serious gaps in availability of instructional programs in certain regions of the State, and the need to provide additional trained manpower to meet certain general State needs.

The comprehensive extension of the benefits of higher education must include strong programs in research and in public service, as well as instruction. At this stage of long-range planning, emphasis has been placed on establishing goals, tasks and objectives in the area of instruction. A major planning study of public service programs is still in progress. General indicators of the scope and content of present public service activities are provided in Chapter Five and subsequently this important area will be addressed in greater detail. It is clear, however, that in certain public service program areas -- such as educational television, patient-care programs provided through the Area Health Education Centers and the medical center at Chapel Hill, and programs of the Agricultural Extension Service -- The University is effectively extending the benefits of higher education to the citizens of the State.

Research is integral to the quality of instruction and public service. Major research facilities and programs in The University are concentrated at the two major research universities, though significant research endeavors are conducted on other campuses as well. A summary but incomplete review of the scope of research activities and some indication of the benefits extended through these activities is in Chapter Five of this plan, together with a general statement of basic policies for research administration within The University. A more comprehensive treatment of this subject, and of the contributions of research to the furtherance of University goals, will be included in later editions of this long-range plan.

D. Effectiveness: The Quality of Higher Education and the Economical Use of Resources

As already noted, extending the benefits of higher education, both in terms of student access and in the extensiveness of program offerings, must be balanced with the effectiveness of higher education and the economical use of resources. Effectiveness refers to qualitative standards -- to the capability of educational programs to achieve their objectives at acceptable levels of performance. Effectiveness is directly related to efficiency -- to the economical use of resources. Programs that do not meet acceptable qualitative standards and are therefore ineffective are necessarily inefficient in their use of scarce resources allocated for their support. Efficiency and effectiveness must be related also to the comprehensiveness of program offerings. The statutes draw attention to this relationship in conferring upon the Board of Governors the authority and the responsibility "to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative."

1. Measures of Effectiveness

The effectiveness of programs and efficiency in the use of resources are critical in the processes of planning in each institution. These must be areas of paramount concern to trustees, administrators, faculty, and students. They are equally important to the Board of Governors in the exercise of its responsibilities.

One basic measure of the effectiveness of an institution, or of some component or division of an institution, is its accreditation status. An institution of higher education usually cannot attract students without the approval of an accrediting agency as evidence that it meets the minimum qualitative standards of its peer group. Accreditation is the evaluation and recognition of the quality of an educational program or institution by a non-governmental agency. There are two types of educational accreditation: specialized accreditation (sometimes referred to as professional accreditation) and institutional accreditation. Specialized or professional accreditation is the evaluation and recognition of the quality of a program of study in a particular discipline according to established criteria and standards for accreditation. Institutional accreditation is the evaluation and recognition of the entire institution and is designed to insure that each of the institution's components is contributing to the achievement of its overall objectives.

In the field of higher education, institutional accreditation is administered by a regional accrediting association. For North Carolina this is the Southern Association of Colleges and Schools. The second, which is concerned with program approval, is administered by a professional or special program agency, such as the National Council for the

Accreditation of Teacher Education, the Liaison Committee on Medical Education, the Council on Legal Education of the American Bar Association, and the National League for Nursing. Each institution or program considered for accreditation is examined by a visiting evaluation committee which is supplied relevant data concerning all aspects of the institution or program, and each is evaluated in terms of criteria and standards for accreditation.

It would be misleading to say that all colleges and universities accredited by an organization such as the Southern Association meet the same standards of educational quality. That Association contains in its membership a wide range of institutions. Each is evaluated to determine whether it has the resources to accomplish at a minimal level of quality the objectives that it has set for itself. Each of its programs of study is examined to determine whether it has the curriculum, faculty, library resources, physical facilities, student services, administrative organization, financial support, and other requisites for offering that particular program.

Accreditation is thus essential for establishing the threshhold of academic performance that will secure for an institution or a program approved membership in the academic community. It is also useful in protecting the public from schools of unacceptable standards of quality. However, it is by no means a definitive measure of the effectiveness of programs.

Each of the 16 constituent institutions of The University of North Carolina is currently accredited by the Southern Association of Colleges and Schools; however, there are some professional and special programs offered by several of the institutions that have not yet been approved by the appropriate program agency. It is the objective of the Board of Governors to have all institutions and all programs that would benefit therefrom approved by the relevant accrediting authority. Thus, it is the objective of the Board to maintain all needed general and special programs in the 16 constituent institutions at a level of quality that meets or exceeds minimum accreditation standards.

The Board of Governors has a number of means through which it can work to assure this standard of effectiveness. First, the Board has the authority to determine the educational mission of each of the constituent institutions. In exercising this authority, it can determine those programs that are allocated to an institution and set the standards that must be achieved by an institution in carrying out each of its allocated functions.

Second, the Board of Governors has delegated to the Board of Trustees of each of the 16 constituent institutions responsibility for admissions standards, the general oversight of academic programs that have been allocated to it, standards for the retention of students, standards to be met in fulfilling degree requirements, responsibility for recruiting, employing, and advancing nontenured academic personnel, and responsibility for developing and administering tenure and other personnel systems consistent with the Code and the policies of the Board.

Thus, the faculty, administration, and trustees bear immediate responsibility for and have in their control the primary means of achieving high levels of performance on the part of the institutions they serve. They have control of student admissions and performance standards with respect to curricula which they approve, and they have primary control of the processes for the selection and retention of the faculty members who teach, conduct research, and perform the public service responsibilities of the institution. The Board of Governors, while it cannot avoid its own ultimate responsibility for the academic performance level on each campus, necessarily and properly must look to the administration, faculties, and trustees to perform major, immediate responsibilities in that respect.

Third, all new programs must be approved by the Board of Governors. Because of this requirement, all shall be evaluated to determine whether each is needed, and whether the institution possessses the facilities, library, and faculty to offer an effective program.

Fourth, the Board of Governors has the authority to review all existing academic programs and activities in each of the constituent institutions from the standpoint of their need, quality, and productivity. Redundant, obsolete, and low-demand programs may be discontinued, and institutions may be required either to improve those of dubious quality or to phase them out.

Fifth, the Board of Governors must approve the appointment of all senior administrative officials in each of the 16 constituent institutions and all faculty personnel actions that confer permanent tenure. This gives to the Board a responsibility to determine that able academic and administrative leadership is provided.

Sixth, the Board of Governors has comprehensive budgetary authority, within the level of resources made available by the General Assembly. In exercising this authority, it is concerned primarily with improving the educational effectivenss and efficiency of each institution. The achievement and maintenance of accreditation, the preservation of the academic integrity of institutions, the fostering of high standards of scholarship and teaching, and the maintenance of academic standing in the community of higher education are all factors that must influence budgetary decisions.

The 16 constituent institutions of The University constitute a diverse community of higher education. It is the objective of the Board of Governors to preserve this diversity and to encourage each institution to develop the organization and facilities best suited to serving the needs of the students that are attracted to its campus. This means a diversity of student bodies, of programs, of faculties, and of services rendered to the State, but all within a framework of effective educational programs that can contribute to the improvement of the quality of higher education.

2. The Economical Use of Resources

The statutory provisions provide useful guidance for the goal of achieving a more economical use of resources. The guidance is provided not only in the admonition to eliminate programs that are "unproductive, excessively costly or unnecessarily duplicative," but also in the responsibility to plan and develop a coordinated system, to determine the functions of each institution, to establish enrollment levels for each constituent institution and to prepare a unified budget request for public senior higher education, including a schedule of priorities for the allocation of funds appropriated without reference to constituent institutions. These provisions instruct the Board to exercise its responsibilities in a broad context and from a broad perspective, and these are the critical means through which a more economical use of resources will be achieved. One University, not 16 separate entities, is the context and the perspective for decision-making.

Detailed procedures and criteria for the review and assessment of new and established instructional programs in The University of North Carolina are contained in subsequent chapters of this long-range plan. These procedures and criteria speak to the attainment of greater effectiveness and efficiency, as well as to the question of the comprehensiveness of program offerings.

E. Special Educational Goals

A particular goal to which the Board of Governors is committed needs to be further identified. It is encompassed generally in the preceding parts of this chapter, but specific discussion is appropriate in this statement of goals.

In June, 1974, the Office for Civil Rights approved The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems. This State Plan was submitted in compliance with the requirements of Title VI of the Civil Rights Act of 1964.

The objectives of that State Plan, as they pertain to The University of North Carolina, are:

(1) To increase the proportion of black citizens who pursue undergraduate, graduate, and professional study;

(2) To insure that the quality of educational opportunities for black citizens and white citizens is the same; and

(3) To encourage further racial integration of the student populations of the constituent institutions.

Pursuant to these objectives, The University made numerous specific commitments. On a semiannual basis it provides comprehensive and detailed reports to the Office for Civil Rights concerning actions taken in fulfillment of the commitments and progress toward the objectives of the State Plan.

A commitment of major importance, particularly with reference to this long-range plan, is the obligation to make a special study of the five predominantly black institutions. The purpose of that study is to identify the strengths and deficiencies of these institutions, to specify factors contributing to deficiencies found, and to develop plans designed to remedy deficiencies.

That study will be completed in the near future. Its findings will provide for the Board of Governors a needed basis for reassessing the educational missions of these institutions and to develop other policies and programs in furtherance of the objectives of the State Plan.

CHAPTER FIVE

INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

PART I

INSTRUCTION

A. Introduction

The authors of the North Carolina Constitution of 1776 succinctly stated the goals of higher education when they called for the creation of "one or more Universities" to the end that "all useful Learning" be encouraged and promoted. That "useful Learning" as they used the phrase is the principal focus of all University endeavor, and it is organized around specific programs of instruction in which students are enrolled for degree credit.

In the more concrete terms of the present-day structure of The University budgets, instructional activity is centered in the expenditure "purpose" that is designated "Instruction and Departmental Research." This budget purpose includes all resident credit instruction toward the fulfillment of course and degree requirements in all fields and at all levels, together with related scholarly and research activities that are integral to the instructional program. The degree programs offered to students by the institution thus constitute the principal organizing purpose around which the resources of the institution are planned and developed. Courses for degree credit in various programs offered by many of the institutions are given off-campus. These off-campus programs are characterized as "Extension," a separate expenditure "purpose," and by State policy they are supported principally from fees paid by the students. At all institutions, student services, libraries, physical plant maintenance and operation, administration, and data processing function primarily in direct support of the instructional program; and the particular degree programs offered by the institution, together with these necessary supporting resources, will be the principal determinant of the institution's capabilities and programs in extension, in organized research, and in public service.

This plan for instructional programs first explains a common classification system for all degree programs in the 16 constituent institutions. Second, it describes the extensiveness and distribution of current degree programs and then analyzes the subject of program duplication and specialization. Policies and priorities for future degree program planning are then described, and specific program authorizations for the institutions during the coming year are presented. The discussion also summarizes special program planning studies completed during 1972-75, incorporates these into this plan, and indicates other special studies now in progress. Finally, at the conclusion of the chapter, following the sections on Research and Public Service, statements are provided prescribing the educational mission of each constituent institution for the present planning period.

B. Definitions

1. Degree Levels

Academic degree programs in the 16 constituent institutions of The University of North Carolina are offered at the following levels:

Bachelor's degrees, usually requiring four years of study beyond high school;

Master's degrees, usually requiring one to two years of study beyond the bachelor's (although in some professional fields the master's is taken only after completion of the first professional degree);

Intermediate or specialist degrees and certificates, which are professional programs designed for school teachers and administrators, usually requiring one year of study beyond the master's;

First professional degrees in law, dentistry, and medicine (J.D., D.D.S., and M.D., respectively), usually requiring a bachelor's degree for admission to the program and then requiring three or four years of advanced professional study and training; and

Doctoral degrees (the Ph.D., Ed.D., and Dr.P.H.), for which the bachelor's degree and often the master's will be prerequisite and usually requiring three or four years of study beyond the bachelor's.

One institution, The North Carolina School of the Arts, in addition to its programs leading to the bachelor's degree, also offers instruction at the secondary level and is authorized to award the high school diploma. Six institutions currently offer also a selected number of specialized programs of a technical nature that require up to two years to complete and for which a certificate or associate degree is awarded.

2. Degree Program Classification

In the designation of particular degree programs (or "majors") within these standard degree levels, institutions often differ in their nomenclature. To accommodate this diversity, and at the same time to have standard definitions necessary for reporting and planning purposes, The University utilizes, with some necessary modifications, the program classification system used by the U.S. Office of Education in its Higher Education General Information Survey (HEGIS)[1]. This HEGIS classification system (or "taxonomy" as its authors refer to it) is in common usage in various reports that all institutions of higher education routinely must prepare. Its use, therefore, permits the development of standard definitions across institutions. Further, since it is the system which must be used in the preparation of reports required by various federal agencies, its utilization in instructional program planning in The University will eliminate any need to maintain duplicative reporting systems with the attendant burden of such an arrangement.

The HEGIS system classifies all programs of study first into 24 major Discipline Divisions. These are:

1. Agriculture and Natural Resources
2. Architecture and Environmental Design
3. Area Studies
4. Biological Sciences
5. Business and Management
6. Communications
7. Computer and Information Sciences
8. Education
9. Engineering
10. Fine and Applied Arts
11. Foreign Languages
12. Health Professions
13. Home Economics
14. Law
15. Letters
16. Library Science
17. Mathematics
18. Military Sciences
19. Physical Sciences
20. Psychology
21. Public Affairs and Services
22. Social Sciences
23. Theology
24. Interdisciplinary Studies

---

[1] Robert A. Huff and Marjorie O. Chandler, *A Taxonomy of Instructional Programs in Higher Education* (Washington: U.S. Office of Education and National Center for Educational Statistics, 1970).

These main discipline divisions (or major "academic subdivisions of knowledge and training") are then further divided into "discipline specialties." The Discipline Division of Biological Sciences consists of such "specialties" as "Botany," "Bacteriology," "Zoology," and "Anatomy,"; while "English Literature," "Classics," and "Philosophy" are among the discipline specialties in the Discipline Division Letters.

There are differences in detail with which this classification system refines some of the "discipline specialties." Under Physical Sciences there are six specialties for Chemistry -- viz., "Chemistry, General," "Inorganic Chemistry," "Organic Chemistry," "Physical Chemistry," "Analytical Chemistry," and "Pharmaceutical Chemistry." Under Biological Sciences one finds "Biochemistry." Under Social Sciences, however, the disciplines Sociology, Economics, and History, are not further refined into any designated specialties.

It has been necessary to adapt and modify this classification scheme in a number of particulars -- a practice that the "taxonomy" is designed to accommodate. With adaptations and modification, all currently-authorized degree program activity at each of the 16 constituent institutions has been classified in accordance with this HEGIS system. For the 16 institutions, therefore, there is consistency in program definitions across the discipline specialties and discipline divisions, and in the specification of all existing degree programs within these classifications.

In reporting degree program activity outside the 16 campuses of The University of North Carolina, this same consistency at the level of specific programs within discipline specialties has not been established. At the level of the discipline divisions (e.g., Biological Sciences), however, the classification is basically consistent for all institutions, public and private, and with national data compilations.[2]

---

[2] It had been intended that an inventory of all degree programs currently offered at the private senior colleges and universities in North Carolina, classified according to the same system utilized for The University, be included in this chapter. A draft of such a degree inventory was prepared and circulated to the presidents of the private institutions for verification. Concern was expressed about the comparability of data, and it became clear from some of the communications received that the classification systems used in the private institutions differ from those presented here. It was decided, therefore, to include in this planning document degree program activity at the private institutions only at the aggregate level of Discipline Divisions. More detailed information, which would be similar to The University's classification under discipline specialties, is reported in the format provided in the publication The Independents, issued by the North Carolina Association of Independent Colleges and Universities. That compilation from The Independents is printed as Appendix A-2-39.

3. Degree Programs and Program Tracks

Within this classification system, these definitions are provided for instructional program planning: A degree program is a program of study with a concentration (or "major") in some specified discipline specialty that leads to a degree (or, where appropriate, to certification) in that discipline specialty or in some designated subdivision of the specialty at a particular level of instruction. A degree track is an optional course of study within a degree program leading to a degree (or certification) in the same discipline specialty at the same level of instruction but differing in its course requirements within that specialty and/or in some related discipline specialty. The bachelor's degree in general chemistry, for example, is a degree program. The bachelor of arts in chemistry and the bachelor of science in chemistry, both requiring a concentration or major in chemistry but each differing in specific requirements for graduation, are tracks within that program.

This distinction is an important one in simplifying reporting requirements and data management. It is even more important in providing an accurate, consistent description of programs that must be assessed by the Board of Governors to insure that programs are not "unproductive" or "excessively costly," and to insure further that there is sound planning and administration of educational programs.

For example, an institution may offer what have often been considered three different "degree programs" in mathematics at the master's level -- the master of arts, the master of science, and the master of arts in mathematics education for secondary teachers. The same mathematics faculty and other instructional resources are responsible for each "program," or track, and each is designed to respond to a different kind of student need and demand. It tends to confuse the issue, however, to represent the mathematics department's "productivity" by listing one after the other the number of degrees conferred in each of these program tracks as if to imply that there were a separate faculty for each. Rather, it should be understood that these represent a single master's degree program in mathematics with three different tracks within the program.

Moreover, most departments of instruction, except for some specialized units, devote a predominant or substantial amount of their resources to instruction in required or elective courses for students pursuing degree studies in other fields. A mathematics department will provide service courses for the entire institution as part of the general education program, and it will offer courses that will be a part of the required course of study for students majoring in such disciplines as physics, chemistry, or economics.

To strike programs, or curtail resources to be made available for the support -- *e.g.* -- of a given mathematics department, on the basis of such superficial measures as a count of the degrees conferred in some given period of time could damage the entire instructional program of an institution and work to the detriment of many of its students. More comprehensive and informative measures of cost and productivity are essential. The General Assembly recognized this when it required that the institutional board be afforded a hearing, upon request, before the Board of Governors terminates a program.

C. Current Instructional Programs

This section will describe the extent of program offerings and the distribution of degree program activity across The University of North Carolina. When it is appropriate, aggregate data will also be presented about programs at the private senior colleges and universities. Numbers of degrees conferred are given only by the HEGIS discipline divisions (e.g., Social Sciences), and not by the discipline specialties (e.g., Economics), because of the non-comparability of reporting formats and designations of specific programs within the divisions for earlier years. The discussion focuses for that reason also on degree production for 1974-75, though it uses as a basis for some comparisons and trends data for the years 1970-74. Even at the level of discipline divisions, some inconsistencies in definitions existed for the 1970-74 period as compared with 1974-75, but these are not usually sufficient to be statistically significant at this aggregate reporting level. Finally, for reporting degree activity for The University of North Carolina, two HEGIS discipline divisions are deleted: Military Sciences and Theology. No degrees are offered in either field by any constituent institution of The University. There are, of course, ROTC units at six of the institutions, but students commissioned as officers of the armed services through these programs earn their degrees in other fields. Degree programs in Theology are offered at several private institutions, so that discipline division is included in reports of their degrees conferred.

1. The Extent of Degree Program Offerings

Tables A-5-1 through A-5-8 display the number of degrees conferred, by level, by all of the institutions of The University and by all the private senior institutions for the period 1970-71 through 1973-74 and then for the year 1974-75. As already explained, these data are aggregated by the major HEGIS discipline divisions.

It will be noted from these tables that the list of authorized programs at the 16 constituent institutions is substantially unchanged over these five years. With the one exception of the authorization of the M.D. degree at East Carolina University, no major alteration in institutional instructional program mission has taken place since 1971.

For purposes of analysis, it will be useful, first, to separate the twenty-two HEGIS discipline divisions offered in The University into two general groups: "arts and sciences" and "professional." The first, "arts and sciences," includes all those traditional disciplines which are included as a part of "liberal education" at the undergraduate level, and which constitute a significant component of all degree program requirements. At the graduate level, and in some instances at the undergraduate, they will include highly professional and specialized programs of training. By their nature, however, they represent many areas of intrinsically necessary program duplication at the undergraduate level and, in some areas, at the master's level as well. The second group, "professional," includes those programs that in their individual degree requirements have substantial work in the "arts and sciences" disciplines as part of general education and as necessary prerequisites for specialized training. These programs, however, are more explicitly career- or vocation-oriented in purpose and in content. In larger institutions, these programs are characteristically organized in separate professional schools. The extent of necessary program duplication in this category differs on the basis of such variables as student demand, institutional location, and availability of specialized facilities and resources. In both groups, duplication at the levels beyond the baccalaureate degree is further limited by the greater costs required to support such programs.

Table 5-1, below, gives the number of institutions within The University authorized to offer degree programs in each HEGIS discipline division within the "arts and sciences" and "professional" groups.

Table 5-1

NUMBER OF CONSTITUENT INSTITUTIONS OFFERING DEGREE PROGRAMS AT LEVEL OF:

I. "Arts and Sciences"	Bachelor's	Master's	Intermediate	1st Professional	Doctor's
Area Studies	2	-	-	N/A	-
Biological Sciences	15	9	-	N/A	2
Computer and Information Sciences	6	1	-	N/A	1
Fine & Applied Arts	14	4	1	N/A	1
Foreign Languages	13	5	-	N/A	1
Letters	15	9	-	N/A	3
Mathematics	15	9	-	N/A	2
Physical Sciences	14	9	-	N/A	2
Psychology	14	7	-	N/A	3
Social Sciences	15	9	-	N/A	2
Interdisciplinary Studies	11	2	-	N/A	2
II. "Professional"					
Agriculture and Natural Resources	2	2	-	N/A	1
Architecture and Environmental Design	4	2	-	N/A	1
Business & Management	15	8	-	N/A	2
Communications	1	1	-	N/A	1
Education	15	9	5	N/A	3
Engineering	3	2	-	N/A	1
Health Professions	13	5	N/A	2	1
Home Economics	7	4	-	N/A	1
Law	-	-	N/A	2	-
Library Science	2	5	N/A	N/A	-
Public Affairs and Services	10	3	N/A	N/A	-

These characteristics of the extent of program offerings emerge:

(1) There is a predictable and necessary extensiveness across The University of degree offerings in most of the "arts and sciences" discipline divisions at the baccalaureate level.

(2) Programs at the master's level in the "arts and sciences" discipline divisions closely parallel those at the bachelor's level in the same institution.

(3) "Professional" programs that are characterized by high costs or by limited student demand (such as Engineering or Library Science) are confined to a limited number of institutions, even at the baccalaureate level.

(4) "Professional" programs in sustained and great demand by students are extensive at the baccalaureate level and in some instances also at the master's level. The Discipline Divisions of Business and Management, Education, Health Professions, and Public Affairs and Services are available across the institutions as broadly as are many of the "arts and sciences" programs at the bachelor's level and also at the master's level in Business and Management and in Education. In the area of Health Professions, however, it should be noted that highly-specialized programs tend to be available on a more limited basis than this table suggests. For example, three of the thirteen institutions offering a bachelor's degree in this division offer only the B.S. in Medical Technology, a program that is built around a biological sciences major combined with a laboratory internship. The B.S. in Pharmacy, by contrast, is offered at only The University of North Carolina at Chapel Hill.

A more comprehensive and detailed presentation of degree program offerings by "discipline specialties," across all of the discipline divisions, is given in the Appendix, Table A-5-9.

(5) First professional programs are highly restricted in their institutional locations. The Doctor of Medicine is given at The University of North Carolina at Chapel Hill, and it is now authorized to be given at East Carolina University. The Doctor of Dental Surgery is offered only at The University of North Carolina at Chapel Hill, where the specialized health professional degree programs at all levels are heavily concentrated around five health science schools (Dentistry, Medicine, Nursing, Pharmacy, and Public Health) and the North Carolina Memorial Hospital.

Two institutions -- The University of North Carolina at Chapel Hill and North Carolina Central University -- offer the Juris Doctor degree and the Bachelor of Laws degree. The Doctor of Veterinary Medicine has been conditionally authorized at one institution -- North Carolina State University at Raleigh.

(6) Doctoral programs are confined to three institutions and there are distinct divisions of effort among the three. The largest component of doctoral programs of study is at The University of North Carolina at Chapel Hill which offers the doctorate in 14 discipline divisions. Doctoral degrees in the "arts and sciences" disciplines and in Health Professions, Business and Management, Communications, and Computer and Information Sciences are offered only at Chapel Hill, with some few exceptions. North Carolina State University at Raleigh provides all doctoral work in Agriculture and Natural Resources and in Engineering, substantial program offerings in the Biological Sciences, and other doctoral programs in five other discipline

divisions. The doctorate in Home Economics is offered only at The University of North Carolina at Greensboro, which also offers certain doctoral programs in Letters, in Education, and in Psychology.

A graphic presentation of the range of program offerings by degree level, as reflected in degrees conferred during 1974-75 within 22 HEGIS discipline divisions across the 16 constituent institutions, is shown in the Appendix, Figures A-V-1 through -22.

Figures A-V-1 through -22 and Tables A-5-1 through -8 reflect also the extensiveness of degree activity in aggregate terms across the 29 private senior institutions. Duke University offers doctoral programs in 13 of the HEGIS discipline divisions. Wake Forest University offers the doctor's degree in the division of Biological Sciences. These two institutions offer master's programs in 14 discipline divisions, and each offers the first professional degree in law and in medicine. The other 27 private institutions now offer no work beyond the baccalaureate level. Their undergraduate degree programs extend widely across the "arts and sciences." Among the "professional" disciplines, virtually all of them offer programs in Business and Management and in Education, and a significant number offer some programs in the Health Professions. Few of them offer programs in other "professional" areas.

As between the 16 constituent institutions of The University and the 29 private senior institutions, the proportions of degrees conferred by level in 1974-75 were as follows:

Table 5-2

PERCENTAGE OF DEGREES CONFERRED, 1974-75

PUBLIC AND PRIVATE INSTITUTIONS

	Bachelor's	Master's	First Professional Dentistry	First Professional Medicine	First Professional Law	Doctor's
Private Institutions	35%	13%	0%	63%	49%	30%
UNC Institutions	65	87	100	37	51	70

Within The University of North Carolina, the proportions of degrees conferred in 1974-75, by level, were as follows:

Table 5-3

PERCENTAGE OF DEGREES CONFERRED, 1974-75

CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

Institution	Bachelor's	Master's	First Professional Dentistry	First Professional Medicine	First Professional Law	Doctor's
ASU	10%	12%				
ECU	13	11				
ECSU	1					
FSU	2					
NC A & T	5	5				
NCCU	4	5			28%	
NCSA	1					
NCSU	13	13				33%
PSU	4					
UNC-A	1					
UNC-CH	20	29	100%	100%	72	61
UNC-C	7	7				
UNC-G	8	11				6
UNC-W	3					
WCU	6	7				
WSSU	2					

2. The Distribution of Degrees by Discipline Divisions

As measured by fall semester (or quarter) headcount of all full-time and part-time students enrolled on campus, the 16 constituent institutions have increased in enrollments from 80,274 in the fall of 1970 to 104,786 in the fall of 1975 -- an increase of 30 per cent. The number of bachelor's degrees conferred by the 16 institutions has risen from 12,449 in 1970-71 to 15,118 in 1974-75, an increase of 21 per cent. The increase in master's degrees in this period has been from 3,009 to 3,909 a year, or 30 per cent; in first professional degrees from 297 to 476 a year, or 60 per cent; and in doctor's degrees from 499 to 544 a year, or 9 per cent.

The dramatic increase in first professional degrees conferred, as compared with the increase in doctor's degrees, is a manifestation of a national trend, reflecting market forces and corresponding increase in student demand for degrees in law, dentistry, and medicine. Within medicine itself, it reflects the results of a major effort on the part of the State to increase its output of physicians.

Earl Cheit (in common with others) has commented that "A new vocationalism has arisen in higher education,"[3] and the recent experience in The University of North Carolina appears to be consistent with this national trend. An analysis of Tables A-5-1 through -8 for Health Professions, for example, indicates an increase of 72 per cent in actual baccalaureate degrees conferred in 1974-75 over the annual average of the preceding four-year period (1970-71 through 1973-74, inclusive). In Business and Management there was an increase of 29 per cent in the number of baccalaureate degrees conferred over the annual four-year average. These trends indicate a greater student interest in degree programs which are perceived to have an explicit career-preparation goal. There is some further indication of the trend in the distribution of degrees in the arts and sciences disciplines. Bachelor's degrees in the Biological Sciences were up 32 per cent over the previous four-year average, for example, paralleling the upsurge of interest in health careers. In the Social Sciences there was a decline of 10 per cent from the four-year average, and in Letters the decline was 13 per cent.

---

[3] Earl Cheit, The Useful Arts and the Liberal Tradition (New York: McGraw-Hill Book Company for the Carnegie Commission on Higher Education, 1975), p. 3.

Figures A-V-23 through -38 in the Appendix display the proportion of degrees in each discipline division within the total of degrees conferred by each of the constituent institutions in 1974-75. The figures are ordered by types of institution: baccalaureate level, master's level, doctoral level, and the School of the Arts, which is unique in its distinctive mission and purpose.

The high level of degree program activity across The University in the Discipline Division of Education is a conspicuous characteristic and a long-standing one. As noted, programs in this division are offered at 14 of the constituent institutions at the baccalaureate level. In fact, the extent of instructional activity in the preparation of teachers is more marked than the report of Education degrees suggests. The Discipline Division of Education includes degrees conferred in most categories of teacher certification as established by the Department of Public Instruction -- viz., in "Elementary Education," in various "Special Subjects," in "Special Education," and in "Occupational Education." Another certification category, "Secondary Education," is not included in reports of degrees conferred under the Education Discipline Division, in accordance with HEGIS reporting instructions. In secondary education, the student takes a disciplinary major (e.g., in mathematics) and also takes the required professional education courses to be eligible to qualify for certification after completing the baccalaureate program of study. In 1974, there were 841 graduates of Appalachian State University who were certified to teach in North Carolina, while only 642 degrees in Education were reported to have been granted that year by Appalachian State University. The University of North Carolina at Asheville offers no programs in the Discipline Division of Education, but 42 graduates in 1974-75 received teaching certification in some special and secondary subject areas. As these examples show, there is a significant but unquantified professional education component are subsumed under the HEGIS Discipline Division of Education.

The trend developing at the undergraduate level in the Discipline Division of Education contrasts with the growth in the "professional" disciplines generally. In 1970-71 Education comprised 26.5 per cent of all bachelor's degrees conferred by the 16 institutions. In 1974-75 it comprised 23.3 per cent. The decline is significant, but Education remains the largest single Discipline Division in terms of degree production.

D. Instructional Program Planning

Planning for the future is always attended by uncertainty. It must be informed by the best assessment that can be made of the current situation and the prospects for the future. If it is to be realistic and therefore useful, it cannot be isolated from the historical development of higher education through 1975 and the present state of the 16 institutions that comprise The University of North Carolina.

This section therefore begins with a further examination of the present extent of program offerings and of some general and special circumstances and conditions that have influenced the existing array of degree program offerings across the 16 institutions, and a description of specific instructional program planning accomplished during 1972-75 by The University. It then sets forth general policy guidelines that are followed in the evaluation of proposals for new programs, the priorities for new program activity in the immediate future, and the specific institutional program planning authorizations approved by the Board of Governors in this long-range plan.

1. Specialization and Duplication: Characteristics and Patterns

The context and procedural requirements for planning and establishing new degree programs in the public senior institutions have been drastically changed over the last two decades and particularly since 1971. These changes, and the processes through which they occurred, have placed major restraints upon the establishment of new programs in the 16 institutions during the past five years.

a. Restraints on New Program Activity, 1970-75

Until 1955, the initiation of a new program was an institutional prerogative, subject to an ability to obtain any necessary new resources from the General Assembly or other sources. If the institution could obtain the means to finance a program, it generally was free to proceed to establish it. The State Board of Higher Education was established in 1955 and assigned the responsibility to "allot the functions and activities" of the public colleges and universities, but its authority was not commensurate with its responsibility nor did the General Assembly place any restraints upon itself in the legislation. By 1969 the General Assembly had declared every public senior institution, except The North Carolina School of the Arts, to be a university, and in 1967 the General Assembly authorized programs up through the doctoral level to be initiated at those institutions designated "regional universities," subject to the approval of the Board of Higher Education and to the availability of funds.

In 1969, the General Assembly did act to strengthen the role of the Board of Higher Education in this area, requiring that all new programs in the public senior institutions be approved by the Board. More rigorous review and screening procedures were established.[4] Shortly thereafter, the State entered into a lengthy debate on "restructuring." The resulting legislation, enacted in October, 1971, explicitly placed in the Board of Governors full control over program authorization for all constituent institutions of The University. The statute provides:

---

[4] Board of Higher Education, Procedures for Submission and Evaluation of New Degree Program Proposals by Public Senior Colleges in North Carolina (Raleigh, 1969).

> The Board [of Governors] shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded. The powers herein given to the Board shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provisions of law. The Board, after adequate notice and after affording the institutional board of trustees an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative [G.S. 116-11(3)].

The Board of Higher Education generally ceased to approve any new programs for the period of transition after the passage of this legislation. The "Planning Committee," the precursor of the Board of Governors during the interval January 1 - June 30, 1972, approved no new programs. In August of 1972, the Board of Governors declared a moratorium on the establishment of any new degree programs. This action was taken in developing the Budget Request for 1973-75, upon a recommendation of the President, and concurred in by all the Chancellors. The moratorium ended any consideration at that time of 38 pending new program requests submitted by nine institutions, for which they had asked $3.2 million in new funds for the biennium. That moratorium continued in effect until early in 1974, when it was rescinded with some major restrictions. Since that date the Board of Governors has authorized 47 new programs in the 16 institutions. It should be emphasized, however, that most of the programs were accommodated within the continuing institutional budgets and that only $140,541[5] has been allocated by the Board to finance new programs. Moreover, these new program authorizations, except in the instance of the M.D. degree at East Carolina University, have been given only when the new program was consistent with the established educational mission of the institution, as set by programs offered by the institution as of July 1, 1972, in terms both of degree level and field of instruction.

---

[5] This figure excludes the appropriations made to the Board of Governors to provide for the authorization of the degree-granting School of Medicine at East Carolina University.

These circumstances and decisions have placed major restraints, almost completely absent during the years of rapid growth from 1955-1969, upon the initiation of new programs over a period of five years. These restraints have produced some beneficial results by preventing the establishment of some new programs which, in retrospect, clearly were not needed. In that five years, however, new student needs and interests have developed and new educational demands and opportunities have been identified.

b. General Patterns of Program Specialization and Duplication

The extent of program duplication and specialization in the 16 institutions has been briefly described in an earlier section (C.). These general patterns are conspicuous:

Specialization in program offerings, or the restriction of certain programs to one or to a very limited number of institutions, is generally characteristic of those types of programs for which instructional costs are high and/or market demand for graduates is low. Most of these are degree programs at the higher levels, especially doctoral and first professional programs. Even within these groupings, moreover, there is considerable specialization among the institutions involved. Some programs at these levels are programs for which student demand is high but costs are such that their availability is limited. Medicine is an excellent example. Substantial expansion of programs has taken place in this field, in response to the demand for more physicians, but the number of qualified applicants will continue to exceed the places available. Law is an instance where application rates also continue to run far ahead of places available. Costs and a declining market demand have combined, however, to warrant decisions not to expand these programs.

Specialization extends, of course, to some undergraduate programs and master's programs. Engineering is illustrative. Baccalaureate level programs in this division are confined to three institutions, master's programs to two, and doctoral programs to one. High unit costs and more limited demand account for this restricted availability.

A "special" case of institutional specialization is found in The North Carolina School of the Arts. The School of the Arts was established by the General Assembly in 1963. The declared purpose of this action was "to foster, encourage and promote, and to provide assistance for, the cultural development of the citizens of North Carolina. . . ." The School was given the special mission of providing for "the professional training of students having exceptional talent in the performing arts. . . ." This institution is unique, therefore, among the constituent institutions, in the specialized mission assigned to it, which includes offering to the students it serves programs at the secondary as well as the collegiate level. Because it has this unique mission, most of the discussion in this chapter pertains only in a limited way to the School of the Arts.

Duplication in program offerings, or the offering of like programs at a large number of institutions, is characteristic of those programs for which costs tend to be relatively low, for which there is high market demand, or which represent basic areas of knowledge or training inherent in the structure and requirements of the undergraduate curriculum. This duplication is most common at the undergraduate level, where much of it may be characterized as essential. It is substantial also at the master's level, since institutions authorized to do so have tended quite naturally to move into master's programs in areas of high enrollment at the undergraduate level. In many instances the demand for such programs by public elementary and secondary school personnel has been a critical factor in leading to the establishment of the master's programs. Again, these are instances in which duplication has been warranted.

At the undergraduate level, as noted previously, the most widespread duplication is in the "arts and sciences" discipline divisions. Some level of duplication here is inherent in the nature of the curriculum and in the purposes which higher education must serve. All but the most specialized institutions will depend upon a reasonable array of courses and programs in these disciplines, not only because of their fundamental place in general education but also because they provide necessary training in support of professional programs. What is "reasonable" depends upon such special considerations as the size of the institution and the nature of the field of study itself. All institutions need to provide some instruction in foreign languages as a component of the baccalaureate program. Instruction in many different foreign languages at all institutions is neither necessary nor practicable. "Reasonableness" also depends upon factors of demand and resource levels. The trend toward a "new vocationalism" noted previously may exert a marked effect upon the "arts and sciences" in the future. It is noteworthy, e.g., that there has been a significant decline in the share of bachelor's degrees conferred in the two largest "arts and sciences" divisions -- Letters and Social Sciences -- over the last five years.

The most extensive single area of program duplication is in Education or, more precisely, in teacher preparation. This is a special case which will be discussed later. Extensive duplication at the undergraduate level in the "professional" disciplines is also notable in Business and Management, in Health Professions, and in Public Affairs and Services. At the master's level, it is particularly evident in Business and Management. All these are areas, as previously noted, where the market demand for graduates has generally been consistently high. The level of demand in some areas, however, notably in Health Professions, has not led to such extensive duplication because of high program costs and/or because of the scarcity of other necessary resources such as clinical facilities or qualified faculty.

Again, it needs to be pointed out that this discussion has focused on the aggregate reporting level of discipline divisions and not specific discipline specialties. For many programs in such extensive and high demand divisions as Health Professions, many specialties -- even at the baccalaureate level -- are limited in their availability. There are, for example, only three baccalaureate programs in the specialty of "Speech Pathology and Audiology." In the "arts and sciences" Division of Letters, in which programs are offered in 15 of the institutions, baccalaureate majors in the specialties of "Comparative Literature" and "Classics" are offered in only one institution and "Philosophy" in seven.[6]

Finally, it should be emphasized that in a number of instances program duplication constitutes an economical use of resources. An institution offering a program in physics or engineering will in all likelihood have a faculty in mathematics adequate to offer a baccalaureate program in that discipline. To deny it the opportunity to offer such a program would constitute little or no saving and might unrealistically constrain the program options available to students attending that institution.

---

[6] Detailed listings of programs by discipline specialty are in the Appendix, Table A-5-9.

c. Some Special Factors in Program Duplication

Extensive duplication of degree programs has been the result also of two special factors that require specific discussion because they have exerted a profound influence on the development of public higher education in North Carolina. The first was the commitment by the State to provide for universal public education, and the corollary commitment to provide for the training of qualified teachers for the public schools.

The second was the creation of a separate group of five colleges for black citizens and one college for Indian citizens of North Carolina. For the most part these also were established as institutions for the training of teachers for a separate system of public schools.

These two special circumstances are not discussed here merely to dwell on history. New conditions make them important in guiding future program planning.

(1) Education

It has been noted that programs in Education are widely duplicated across The University's constituent institutions. Bachelor's programs are offered in this discipline division at 14 of the institutions, master's programs at nine, and doctoral programs at all three of the doctoral level institutions. Degrees in Education accounted for 23.3 per cent of the bachelor's degrees conferred in 1974-75, for 47.8 per cent of the master's, and for 16.2 per cent of the doctorates. These may be compared with the second-ranking discipline divisions at these levels in that same year: Social Sciences comprised 15.3 per cent of the bachelor's degrees, Health Professions comprised 9 per cent of the master's, and Social Sciences 14.9 per cent of the doctorates. Further, as pointed out earlier, a significant part of the program activity in the training of teachers is not included in the report of degrees in Education. Students preparing for certification in secondary education take their majors (degrees) in their subject matter specialties. The preparation of students for teaching or administration in elementary or secondary schools is a very substantial component of the instructional programs of many of the institutions. This is particularly true at the former regional universities, seven of which conferred one-third or more of their bachelor's degrees in the Discipline Division of Education in 1974-75, as compared to fewer than 10 per cent at North Carolina State University and The University of North Carolina at Chapel Hill. Five of nine institutions conferring the master's degree conferred approximately 70 per cent or more of their master's in 1974-75 in Education.

The extensive and intensive involvement of the public senior institutions in teacher education is a necessary part of the obligations of higher education to the educational advancement and development of the State. The establishment of nine of the public senior institutions was directly related to the development of the public school system and to the need to provide trained teachers for the public schools.

This relationship between the expansion of public elementary and secondary education and the development of institutions of higher education is underscored by a comment of President Kemp B. Battle in his History of the University. Discussing the reasons that prompted the General Assembly to begin annual appropriations in 1881 to support the University, President Battle gave much credit to "our Summer Normal Schools." "Teachers from two-thirds of the counties returned to their homes," he wrote, "full of love for the University and demonstrating its usefulness to the public schools."[7]

---

[7] Kemp B. Battle, History of the University of North Carolina, (Raleigh: Edwards and Broughton Printing Co., 1912), Vol. II, p. 218.

The market demand for teachers is changing rapidly, however, and the kinds of training and services that the public school systems are calling upon the institutions of The University to provide are vastly different from those of a few years ago in some major respects.

The changing market for teachers has been widely discussed. The State Department of Public Instruction reported, for example, that 258 new teachers of English and Speech were employed in the North Carolina Public Schools in 1974-75. During the preceding year, 1973-74, the public and private colleges and universities prepared 626 students for certification in this teaching field. In Physical Education, 276 new teachers were employed and 806 were prepared; and in Social Studies the numbers were 280 and 816, respectively. At the same time, the Superintendent of Public Instruction noted a need for more elementary teachers in mathematics, science, and early childhood education.[8]

The supply figures reported, it must be emphasized, include all institutions that have approved teacher education programs -- 15 of the institutions of The University which provided a total of 5,034 baccalaureate graduates trained as teachers in 1973-74, and the 28 private senior institutions which provided 2,209 graduates. These totals include out-of-state students who take certification in North Carolina but who transfer that certification to another state under reciprocity agreements.

There are several aspects of this situation that must be considered:

First, the information about a teacher "surplus" in many fields is beginning to have an impact, as reflected in the decline of degrees in education.

---

[8] See "Whatever Happened to the Teacher Shortage?" North Carolina Public Schools, Vol. 39 (Summer, 1975), pp. 15-17; and Teacher Supply and Demand in North Carolina, 1974-75 (Raleigh: State Department of Public Instruction, n.d.).

Second, it appears that preparation for possible teacher certification is regarded by some students as a means of providing themselves with an additional career option. Many of these students, and others who are prepared for certification, do not enter the market because they elect other career opportunities or because of other reasons. Others included in the "supply" count leave the State, as already noted. The apparent supply will therefore probably persist in exceeding the demand.

Third, as indicated above, the publicity given to teacher surplus should not obscure the fact that there are shortages of adequately trained teachers in a number of areas of specialty, and the institutions of The University have an obligation to prepare qualified personnel in these areas. The need here is especially important in training teachers of exceptional children.

Fourth, members of the teaching profession have continuing needs for advanced study at the graduate level. State policy recognizes and encourages this by according higher salaries at higher levels of certification. The State Board of Education has recently acted, in fact, to encourage with salary incentives those teachers already holding the master's to pursue studies for an intermediate degree or certificate, to enhance further their professional training. The impact of this changing market situation is reflected in the fact that, while the proportion of bachelor's degrees in Education has declined over the last five years, it has substantially increased at the master's level. The University has an obligation to take the lead in these efforts to strengthen the teaching profession and, in so doing, to strengthen public education across the State.

A major concern here, which The University must address, is the fact that public school personnel in some regions of the State are not adequately served in the sense of having reasonable geographical access to needed post-baccalaureate professional programs. This matter is one of increasing importance because of new public school accreditation requirements established by the Southern Association of Colleges and Schools. These requirements provide, e.g., that at least 25 per cent of the members of the instructional staff in an accredited secondary school must have the master's degree or be pursuing a program of study leading to a master's degree.

The close working relationships among The University and the public schools continue to be a matter of great importance. The specific tasks facing The University in this cooperative relationship are changing, as the previous discussion clearly suggests.

(2) Racial Duality

Five of the constituent institutions now constituting The University of North Carolina were founded and developed for black citizens under the doctrine of "separate but equal," although four of the five antedated the formal affirmation of that doctrine by the United States Supreme Court in 1896.

Four of the institutions were established specifically as teacher-training schools. Fayetteville State University opened in 1877 as the State Colored Normal School. Elizabeth City State University was founded by action of the General Assembly of 1891 as a State Colored Normal School to train members of the black race "to teach in the [black] common schools . . . ." Winston-Salem State University began as the Slater Industrial Academy in 1892 and in 1897 it became the Slater Industrial and

State Normal School. North Carolina Central University became a State institution in 1923 as the Durham State Normal School.

North Carolina Agricultural and Technical State University was established by the General Assembly in 1891 as the Agricultural and Mechanical College for the Colored Race and was designated a land-grant institution. Teacher education has become a major component of the curriculum of North Carolina A & T since its founding. Along with North Carolina Central University, it offers a considerable number of programs at the master's level also for public school teachers and administrators.

Teacher education remains a principal area of activity at all of these institutions at the baccalaureate level. They have in recent years diversified their programs, offering degrees in many of the "arts and sciences" disciplines and in Business and Management. Professional programs in nursing have been established at three of the institutions -- North Carolina A & T, North Carolina Central, and Winston-Salem State. North Carolina Central offers the first professional degree in Law and the master's in 12 discipline divisions. North Carolina A & T offers the master's in Engineering and in 9 other discipline divisions.

The Board of Governors, acting on behalf of the State, has committed itself to a comprehensive plan for the eventual elimination of racial duality in public senior higher education. The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems was approved by the Office for Civil Rights, Department of Health, Education, and Welfare in June, 1974.

One of the commitments associated with that "State Plan" is a special study of the strengths and deficiencies of these five historically black institutions. The Board is also under other special mandates with reference to these institutions, and it is committed, in all program planning, to assess the racial impact of any program additions or terminations through The University.

This historically racially dual system is itself a major factor in program duplication -- indeed, of institutional duplication in some respects. It is premature at this juncture to describe what impact this overriding obligation to eliminate the vestiges of racial segregation will have on future program planning and development at these five and at other constituent institutions. Obviously it will be an important element in program planning and in the development of future governance and administrative relationships within The University and between The University and external agencies. Further, in meeting this obligation the Board of Governors faces certain dilemmas: on the one hand the Office for Civil Rights points out that a reduction of program duplication can be a stimulus in eliminating racial duality, while on the other hand, it seeks an enhancement of the predominantly black institutions by new programs which would unavoidably increase duplication.

2. Instructional Planning Studies, 1972-75

Substantial academic program planning has been completed by the Board of Governors through a series of special studies conducted during 1972-75. These studies have been the basis of major decisions in approving or in declining to approve requests to establish important new degree programs in a number of the constituent institutions. Because of their importance in the continuing long-range planning, these studies are here reviewed and actions taken on the basis of these studies are reaffirmed.

a. Library Improvement Program

The library is a cornerstone of all instruction and research in all institutions of higher education. Recognizing this, the Board of Governors during 1973 requested the President to conduct a University-wide study of library resources and to present a comprehensive plan for library development. That study was completed in the fall of that year, and a library improvement program was adopted by the Board of Governors in the development of its Budget Request for 1974-75 and in the biennial Budget Request for 1975-77.

The plan has two components: The first is a phased augmentation of the acquisitions budgets of the libraries of ten of the constituent institutions to bring these libraries' holdings up to the minimum quantitative standards recommended by the American Library Association. The second component is the development of a comprehensive method of funding continuing library support that is based on the number of students enrolled at various degree program levels. As formulated by the University's Advisory Council of Librarians, this basic, continuing support method established a ratio of 1:2:7 in the level of library funding for baccalaureate students, master's students, and first professional and doctoral students, respectively.

Funding requirements were developed which contemplated meeting the objectives of both components of the plan over a four-year period. The first annual increment was fully funded in fiscal year 1974-75. Because of financial stringencies under which the Board of Governors had to act in establishing budget allocations for fiscal year 1975-76, that annual increment was funded only at 50 per cent of the requirement. The Board reaffirms this library improvement program as a major element of its long-range planning, and it will continue to accord the program high priority in its budget requests.

b. Statewide Plan for Medical Education

The Board began its consideration of medical education needs of the State in July, 1972, when a special committee was appointed. The Committee's report was unanimously approved by the Board in January, 1973.[9] That report recognized a major need to increase the number of physicians in North Carolina. It called for a substantial increase in the size of each class in the School of Medicine of The University of North Carolina at Chapel Hill, with the entering class to reach 160 by 1976. Further, it called for increases in aid to Bowman Gray School of Medicine and Duke University School of Medicine for the enrollment of larger numbers of North Carolinians. Finally, the Committee recommended that a special panel of medical consultants be appointed by the Board to study the question of whether an additional degree-granting school of medicine should be established in The University.

The Panel of Medical Consultants was appointed in the spring of 1973 and made its report to the Board on September 21 of that year.[10] The Board then directed the President to prepare recommendations, with necessary budget estimates, consistent with the report of the Panel. The President's report was adopted by the Board of Governors on November 16, 1973 as the Statewide Plan for Medical Education.[11]

---

[9] Report to the Board of Governors of The University of North Carolina of the Committee to Study the Request of East Carolina University for a Second Year of Medical Education (December 29, 1972).

[10] Report of the Panel of Medical Consultants to the Board of Governors of The University of North Carolina, A Statewide Plan for Medical Education in North Carolina (September 21, 1973).

[11] Recommended Action Consistent with the Report of Medical Consultants on "A Statewide Plan for Medical Education in North Carolina": Report of the President to the Board of Governors (November 16, 1973).

This comprehensive plan approved by the Board is designed to increase physician manpower in the State, along with other health professionals, and also to achieve a more effective distribution of that manpower, especially in the rural areas. These purposes are addressed principally in the Area Health Education Center (AHEC) program. This program is a cooperative venture which was begun by the School of Medicine at Chapel Hill under a federal contract awarded in 1972, after the School had begun a program of community hospital affiliations. The Statewide plan, as adopted, provides for nine AHEC's which will serve the entire State. By 1980, it will establish 300 additional primary care residencies in North Carolina. Utilizing the resources of community hospitals, public health departments, community health centers, the other health professional schools at The University of North Carolina at Chapel Hill, the other medical schools in the State, and other public and private educational institutions, it has developed off-campus student training in medicine, dentistry, pharmacy, public health, nursing, and allied health at the undergraduate, graduate, and professional levels and programs for continuing education for all types of individuals working in the health care system. Projections based upon all aspects of the Statewide Plan, including the AHEC program and the increase in the enrollment in medical schools in the State and throughout the Nation, predict a growth in the number of physicians in North Carolina from 5,130 in 1973 to 9,258 by 1990, an increase of more than 80 per cent.

The General Assembly approved the Board's plan and has provided the necessary capital and operating funds to implement the plan during 1974-75 and 1975-76. The 1974 General Assembly amended the Board's plan in one major respect. The Panel of Medical Consultants advised that the establishment of a degree-granting school of medicine at East Carolina University was "premature." The Board therefore elected to move first to strengthen the one-year medical education program there as one element of the Statewide Plan. The appropriations act for 1974-75, however, directed the Board to proceed to expand that first-year program and establish a second year of medical education at that institution. Plans to meet both of these objectives were ordered to be included in the Board's budget requests to the 1975 General Assembly.

After conducting the necessary planning to carry out these objectives, the Board concluded that it should proceed instead to establish a degree-granting school, rather than to invest an estimated minimum of $30 million in capital costs for a two-year program which would provide no net increase in the State's physician manpower. Accordingly, the Board authorized the establishment of a degree-granting School of Medicine at East Carolina University on November 15, 1974,[12] and the necessary appropriations to take such action, under a revised development plan, were provided by the 1975 General Assembly. The most significant element of the revised development plan was the utilization of the new Pitt County Memorial Hospital as the primary teaching hospital through an affiliation agreement. The Board of Governors approved such an affiliation agreement on November 14, 1975, the Pitt County authorities later approved it, and East Carolina University will seek accreditation to enroll the first entering class in the fall of 1976.

---

[12] *The Expansion of the East Carolina University School of Medicine: Recommendations of the President* (November 8, 1974).

c. Nursing Education

In November, 1975, the Board of Governors approved the report of a special study of nursing education.[13] The study analyzed the needs and trends in nursing in the State and the resources available to meet these needs. Data concerned with admissions, enrollment, graduations, attrition, transfer, licensure, faculty, graduate and continuing education, geographic distribution, clinical facilities, cost, and nurse manpower needs were reviewed.

Based on the findings of this study, the Board of Governors adopted general policies in nursing education for The University of North Carolina, stating that there would be no additional baccalaureate programs in nursing in The University at least until 1980 and that programs that did not qualify as generic baccalaureate nursing programs would not be authorized. Priority will be given to remedying deficiencies in existing programs and to graduate education programs designed principally to prepare qualified faculty for nursing education programs in the State.

The Board of Governors authorized:

(1) The University of North Carolina at Asheville to develop a cooperative arrangement with Western Carolina University's nursing education program;

(2) The University of North Carolina at Wilmington to conduct a study of its associate degree program to determine a possible change of status;

---

[13] Nursing Education: Report and Recommendations (November, 1975).

(3) East Carolina University to plan a graduate program in nursing that gives priority to the preparation of nursing faculty in the clinical fields of Community Mental Health, Maternal Child Health, and Medical-Surgical Nursing; and

(4) The University of North Carolina at Greensboro to plan a graduate program in nursing that gives first priority to the preparation of nursing faculty for the baccalaureate, community college, and technical institute nursing education programs in North Carolina.

d. Veterinary Medical Education

The North Carolina General Assembly in 1974, by Resolution 171, requested the Board of Governors

> to give special attention to the need for training additional veterinary medical practitioners for North Carolina, and to report to the General Assembly of 1975, not later than the 30th legislative day of the Session, its findings and recommendations for administrative and legislative action with respect to the extent of the need for and the most effective and economical means of training additional veterinary medical practitioners for North Carolina.

Pursuant to that request, a special study was conducted and a report made to the General Assembly.[14] The report concluded that (1) there is a present need to establish a school of veterinary medicine in North Carolina and that one should be created, provided the General Assembly will make the necessary commitment of funds for the purpose; (2) the school should be located at North Carolina State University at Raleigh; and (3) the location of the school there would be in the best interest of the people of the State and would not impede the elimination of the dual system of higher education in North Carolina.

The Board established a School of Veterinary Medicine at North Carolina State University at Raleigh effective July 1, 1975, and authorized that school to grant the degree of Doctor of Veterinary Medicine, provided the General Assembly of 1975 would appropriate funds necessary for the 1975-77 phase of planning and initiating the School. The Board requested $4,000,000 for that purpose in 1975. The General Assembly of 1975 appropriated to the Board of Governors the sum of $500,000 for the fiscal year 1976-77 for planning and development of the school at North Carolina State University at Raleigh.

---

[14] Veterinary Medical Education in North Carolina (December 18, 1974).

The Board of Governors reaffirms its support of the School of Veterinary Medicine at North Carolina State University at Raleigh, contingent upon General Assembly action to provide the necessary funds. The Board further reaffirms the following related commitments: (1) to examine and consider the feasibility, cost, and benefits of locating at North Carolina Agricultural and Technical State University a related activity that would complement the School of Veterinary Medicine in its educational and service roles and enable the fuller utilization of the capacities of North Carolina Agricultural and Technical State University; (2) to establish and at the appropriate time to request adequate funding for a program of veterinary medical scholarships to enable needy students to study veterinary medicine, these scholarships to number not less than five in each class; and (3) to assure that appropriate faculty members at North Carolina Agricultural and Technical State University and The University of North Carolina at Chapel Hill are involved in planning the instructional, continuing education, and research programs of the School of Veterinary Medicine to the end that their professional interest and competencies may be engaged in the development and operations of a School that will be built upon the strengths of the whole University.

e. Legal Education

A needs assessment study in legal education entitled, A New Law School for North Carolina? was conducted under the direction of the Committee on Educational Planning, Policies, and Programs and was approved by the Board of Governors on November 14, 1974.

The Committee in its report expressed its conviction that,

> as a general rule, the State should not be expected to provide for relatively costly graduate and professional education substantially in excess of the number of people who can reasonably be expected to find employment in the kinds of work that particular training especially fits them to do.

The Committee considered the capacity of the economy of the State over the next few years to provide for law school graduates' employment that would make appropriate use of their special training. After consideration of the evidence presented in the study, the Board of Governors declined to grant planning authorization for a law school at any of the three petitioning institutions of The University, on the grounds that the existing public and private law schools, together with other traditional sources of legal training, will be sufficient to meet the need for lawyers in this State at least until 1980. Further, the Board declared that necessary steps should be taken to strengthen the School of Law of North Carolina Central University and to assure that the School remains fully accredited.

f. Programs for Teachers of Exceptional Children

In 1974 the General Assembly enacted the Equal Education Opportunities Act to carry forward the State's efforts to provide for the education of exceptional children. A Legislative Commission on Children with Special Needs was established, and that fall it requested the President of The University to (1) review The University's current education and training activities for those who work with exceptional children, and (2) recommend what steps and resources were needed to participate effectively in expanding and improving service program development. The first concern of the Commission was related to the training of teachers with specialized skills to work with such children as the gifted and talented, those who are emotionally disturbed or mentally retarded, and those who have speech, visual, or hearing impairments.

The President of The University established an inter-institutional Cooperative Planning Consortium. That Consortium, working with public school representatives and other interested groups, carefully assessed the current and prospective needs of the State in providing for qualified teachers in the various "special education" areas and developed a detailed series of recommendations through which these needs could be met.[15] The recommendations and findings were presented to the Commission, but legislative appropriations necessary to carry out these needed steps were deferred in 1975 because of the State's revenue difficulties. The Consortium is continuing its work, however, and as subsequent actions set forth below will indicate, The University is moving forward in implementing these needed programs to the extent that resources are available.

---

[15] Training of Personnel to Serve Children with Special Needs: A Report from the Cooperative Planning Consortium of Special Education Programs (February, 1975).

g. Institutional Five-Year Plans

Each of the 16 constituent institutions has engaged in more broadly comprehensive planning. In relation to instructional programs, this planning first came into focus beginning in October of 1973. At that time an interim procedure for the review and approval of new degree programs was approved by the Board of Governors' Committee on Educational Planning, Policies, and Programs. The President of The University then notified each of the Chancellors that institutions could submit plans for new degree programs which were within their current definitions of institutional roles. Under these procedures, the Board of Governors approved 47 new programs during 1974 and 1975, four at the master's level and 43 at the baccalaureate level. These are enumerated in Tables A-5-10 and -11 in the Appendix. Six master's programs at one institution were abolished during this same period.

In April of 1974 the President requested that the Chancellor of each institution prepare a long-range plan projecting institutional development over a five-year period. No restrictions or limitations were placed upon the scope of this campus planning effort. These institutional plans were submitted during October and November of 1974. Each Chancellor was invited to meet with the Board's Planning Committee early in 1975 to discuss proposed development of his institution. Over a period of several months each institutional plan was reviewed by the President's staff and made available to the Committee for individual study. Particular attention was directed in this review to the consideration of proposals for some 300 new instructional programs which the 16 campuses had initiated. Preliminary draft recommendations for future program development were prepared by the President's staff and these were presented to and reviewed with the Chancellor or his staff at each institution during the late summer and early fall of 1975. Most of the components of the instructional program planning presented here were developed out of the assessment and analysis of the 16 institutions' long-range planning efforts.

3. General Policies for Program Planning

a. New Program Resources

Reference has been made earlier in this document to the economic and fiscal uncertainties facing North Carolina. This condition clearly imposes obligations upon the Board of Governors to plan in the recognition that resources are limited and that a careful determination of priorities must be made.

The last two decades have been expansive ones for The University and for all of higher education. Progress toward greater equality of educational opportunity has been impressive. The "going ratio" for North Carolina -- or the ratio of the population of 18-21 year olds attending college -- has risen from around .15 in 1950 to almost .38 in 1975. Enrollments have risen dramatically. The then twelve public senior institutions were budgeted in 1955-56 for a total enrollment of 22,652 FTE students. In 1975-76 the 16 public senior institutions are budgeted for a total enrollment of 86,575 FTE students -- an increase of 282 per cent over 1955-56. Clearly North Carolina has worked diligently and effectively to expand opportunities for higher education for all its citizens.

The long-term outlook from 1976 forward is different. Enrollments have risen quite sharply during 1974-75 and 1975-76 -- more sharply than had been anticipated, in fact. The traditional college-age population (18-21 year olds) reached an all time high of almost 448,000 in North Carolina in 1975, but that age group is projected to decline to 376,000 by 1995. These demographic trends would indicate a stabilization and then a decline in enrollments. Offsets to the demographic trends, however, are (1) the tendency of non-traditional college-age groups to attend college or to return for graduate study as a means of career advancement (some evidence for which can be seen in the fact that part-time enrollment, relative to total enrollment, increased in The University from 13 per cent to 20 per cent between 1967 and 1975); and (2) the possibility that North Carolina's "going ratio" of 18-21 year olds may continue to increase to a level more nearly that of the national average.

The impact of enrollment growth is emphasized in this discussion of program planning because it has principally been through enrollment growth that needed new resources to finance new programs, as well as the improvement of existing programs, have come to the institutions. Major exceptions to this record have occurred in health professional fields, and especially in medical education. Further, the Board of Higher Education obtained on occasion substantial new funds not related to enrollment growth for such activities as library improvements in all public institutions and for strengthening the predominantly black institutions. Funds identified for the establishment of new programs, other than those in health professions, were only rarely provided either to the institutions or to the Board of Higher Education for allocation to institutions.

This historical perspective is particularly pertinent in the present situation. The most recent General Assembly, confronted with a dismal economic scene and the prospects of a serious shortfall in General Fund receipts, took budgetary measures which made it impossible for the Board of Governors even to fund fully enrollment increases for which new funds had been asked, and, perforce, impossible to fund unanticipated increases which exceeded the enrollment projections in the Board's Budget Request for 1975-76. Specifically, the Board asked for funds for a total enrollment of 87,750 FTE students. It was able to budget for an enrollment of

86,575, and actual 1975-76 enrollments are considerably in excess of the level of the budget request.

These data and this record of past experience serve to underscore the importance of efficient and responsible management of resources. New program activity requiring new resources can be authorized only when there is a clear demonstration of need. On-going program activity must be continuously evaluated. There are important new program needs within The University, if effective service to the State is to be rendered, and new resources are required for the establishment of some of these new program activities. A careful determination of priorities must govern decisions, and cooperation, rather than rivalry, among the institutions assumes even greater importance.

b. Policies for Existing Degree Programs

New program activity in the 16 institutions during the last five years has been closely monitored and controlled. The review of current degree program activity to this date has not led the Board to conclude that it should now call upon any institutional Board of Trustees to eliminate any currently-authorized degree programs at the baccalaureate level or higher. The Board of Governors does direct that:

(1) Procedures shall be promptly put into effect to provide for the periodic review, University-wide, of all degree programs on an orderly schedule. Priority will first be given to a review of programs in the Discipline Divisions of Education and of Health Professions. The review in Health Professions shall be confined, initially, to programs at the baccalaureate and certificate levels, and shall exclude nursing. This priority of program review is chosen because of the broad scope of program offerings in these divisions, the great volume of new program requests submitted in these two divisions, and the special needs for new programs at an advanced or specialized level in Education which have become apparent.

(2) When any program is found, as a result of study and review initiated under the procedures set forth in Chapter Six of this plan, or as a result of any special study initiated by the institution or by the Board of Governors, to be -- in the language of the statute -- "unproductive, excessively costly, or unnecessarily duplicative," the Board of Governors shall give due notice of withdrawal of the authorization to the institution to offer the program.

(3) Programs that are found not to meet necessary standards of effectiveness, but which are found to meet an important educational need, shall be strengthened as a matter or priority over the creation of new programs in an institution. The program will then be reviewed annually; and, if the Board finds that satisfactory progress is not being made in strengthening the program, the Board shall give due notice of withdrawal of approval of the program.

(4) All degree and certification programs below the baccalaureate level shall be reviewed during 1976. (A list of such programs is in Table A-5-9 in the Appendix.) There is reason to question the appropriateness of certain associate degree and certificate programs now offered by some of the institutions. It appears that, in some instances, these programs would be more appropriately given by community college institutions. Those that are determined to be outside the area of The University's responsibility will be terminated upon due notice.

Procedures and policies for the review of programs are stated in Chapter Six of this document.

c. Planning for New Programs

The procedures to be followed by the constituent institutions in requesting authorization to plan new degree or certification programs shall be established by the President, and shall provide for the following:

(1) Institutional requests to plan new degree programs[16] normally will be incorporated in their annual requests for revisions of the long-range plan as described in Chapter Six. In some instances, it may be necessary or desirable to authorize planning of new degree programs at a time other than that specified in Chapter Six. In such cases and where no new resource requirements are anticipated, authority to act on institutional requests is delegated to the Committee on Educational Planning, Policies, and Programs, acting on recommendation of the President. The Committee shall regularly report to the Board on planning authorizations that have been given. Authorization to establish a new program shall continue to require approval by the Board of Governors.

(2) Authority to act on institutional requests to plan and establish new program tracks is delegated to the President, except (a) that each such approval shall be reported to the Committee on Educational Planning, Policies, and Programs and (b) that, if new resources are requested by the institution to establish a new program track, approval by the Board of Governors will be required.

The Board points out that authorization to plan a new program (including planning approval for those set out in a later section of this chapter) does not in any way constitute a commitment on the part of the Board to approve the program when the planning work is completed and the program approval request is submitted. Planning authorization signifies that the Committee finds merit in the general proposition and that the suggested program is consistent with the assigned educational mission of the institution. Such authorization constitutes, in effect, an invitation to the institution to document and justify in detail the proposed program, in the context of State or larger needs for duplication or specialization of effort. Because of the likelihood that new resources for the establishment of new programs will be quite limited, the action of the Board will be strongly influenced by the ability of the institution to accommodate all or a substantial part of the costs of the new program in its continuing budget. Where this is not possible and additional resources are required, the institution may be asked to consider reallocation of resources within its continuing budget if the new program is one for which an important educational need and substantial demand have been shown.

---

[16] Any new program of study that is to be presented to the State Board of Education for approval for certification of teachers under the guidelines established by the State Board is considered a new program or a new program track.

Consistent with established practice, the President need send forward to the Committee on Educational Planning, Policies, and Programs only those requests for authorization to plan or to establish new programs that he recommends for approval[4].

In acting upon new program requests, in initiating new programs on its own motion, or in the review of established programs, the Board of Governors will be guided in its decisions by several basic considerations. These include an analysis of market demand, or manpower requirements; costs; racial impact; and the broader obligations of The University, both to its students and to the larger community. All are important in making a determination of educational need.

Market demand or manpower requirements -- the capacity of the economy to absorb people trained in particular fields -- is the most apparently tangible measure. It is, in fact, often quite difficult to ascertain and even more difficult to predict. Outside of some highly-specialized fields, most often those requiring degrees at the first professional or doctoral level, manpower forecasting is beset with inadequacies, and the inadequacies are by no means absent in the advanced and specialized fields. Assumptions must be made and demand will be affected by unforeseen circumstances. Nevertheless, the need for such analyses is critical, especially with reference to programs characterized by high unit costs. Two illustrations will point to the utility and importance of such studies in educational planning: the recent study of legal education and the study of the need for teachers of exceptional children. The former produced convincing evidence that a new law school is not needed to serve either a State or broader need; and the latter has produced compelling evidence of a great need for more teachers specially trained to teach particular groups of children in North Carolina's public schools.

The difficulty and the hazards of an uncritical reliance on manpower forecasting are compounded by the fact that, outside of some of the professions, there are many occupational roles in our society that are not tied to some particular program of educational preparation -- especially at the undergraduate level. The role of the "generalist" (or the market value for the liberal education degree) has diminished in recent years, and there is a trend toward more formal credentialing in more vocations. Nevertheless, there remain many career opportunities for which no specified program of study at the undergraduate level, and even at the graduate level in a number of instances, is necessarily to be preferred over some other programs. A recent study of manpower forecasting goes so far as to conclude that in American society, except for some professions, "the concept of an appropriate job for a given level of education is meaningless."[17] If this is true, it must also be correct to say that in many instances the concept of an appropriate job for a given degree program is meaningless. Some kind of "one-to-one relationship between education and jobs overlooks the versatility and flexibility that well-educated people bring to the labor market," as a recent report of the National Board on Graduate Education has pointed out.[18] Education is one determinant of the course of economic development, not merely a respondent to such development.

There is also at issue here the value of free choice for the student. This obviously does not mean that all institutions must offer all programs. It does mean that great diversity must be present within The University, and that program availability must be determined by considerations not limited to perceptions of the current state of the labor market.

These observations lead to an examination of the other kinds of considerations that must enter into a determination of educational need. Higher education has a compelling and undeniable obligation to its students to try to prepare them for useful and rewarding careers. Its obligations are not exhausted by that objective. The preamble to the Charter of The

---

[17] B. Ahamad and M. Blaug (eds.), The Practice of Manpower Forecasting: A Collection of Case Studies (San Francisco and Washington: Jossey-Bass, Inc., 1973), p. 76.

[18] Doctorate Manpower Forecasts and Policy (Washington: National Board on Graduate Education, November, 1973), pp. 2-3.

University of North Carolina, as approved by the General Assembly on December 11, 1789, is instructive:

> Whereas in all well regulated governments it is the indispensable duty of every Legislature to consult the happiness of a rising generation, and endeavor to fit them for an honourable discharge of the social duties of life, by paying the strictest attention to their education: and whereas an university supported by permanent funds and well-endowed, would have the most direct tendency to answer the above purpose: . . . .

The authors of the Charter were of the generation of the Revolution and of the Constitution. "Happiness" in this document, as in the Declaration of Independence, meant more than employment, and "social duties" to a generation steeped in the "social contract" theory of government extended in meaning beyond preparation for a career.

These phrases reflect a vision of the broad purposes of higher education and of a university. Aristotle's ancient formulation of the issue is still a good point of departure, and it was probably one with which the authors of the Charter were familiar. He wrote of three points of view on the purposes of education: usefulness, "virtue", and the quest for knowledge.

Usefulness refers to that obligation to prepare students for useful employment. This purpose will be served by careful and attentive analysis of the level of demand. Institutions are responsive to a need for teachers or accountants or nuclear physicists, and demands for these trained individuals will generate programs to provide them. "Virtue" may be characterized as the value of the liberally-educated individual, whose life at work, as a citizen, and as a person is enriched by liberal learning. The quest for knowledge is and must be inherent in the nature of the university and its unique place in society as a center of free inquiry, as custodian of accumulated knowledge, and as an institution committed to the advancement of knowledge.

All of these purposes must be served in making decisions about the academic programs of institutions. Decisions governing academic programs must, therefore, be generally predicated on an informed judgment that balances available resources against (1) the obligation to respond to the demands of society for certain kinds of trained manpower, (2) program costs, and (3) considerations of the broader responsibilities of the university community to society and the duty to maintain the strength and vitality of that community. "Informed judgment" is emphasized. No mathematical model will lead inerrantly to a right decision.

More concretely and in the context of this immediate planning effort, the Board finds that there are considerations of regional distribution and of institutional diversity that must assume importance. At the undergraduate level, a diversity of program offerings generally is desirable. This can be defined to mean some considerable variety in programs across the arts and sciences disciplines in addition to programs in certain "high-demand" professional areas. The desirable range of this diversity in a particular institution will depend upon its location, the interests of its students, its level of development, and the availability of resources. Some greater diversification of programs at the undergraduate level may become especially important for institutions which historically have concentrated a major part of their resources in traditional areas of teacher education.

Extensive program offerings at the master's (or in some cases, the sixth-year) level are important also in certain professional areas.

Teachers and some other professional groups need to be afforded opportunities for continued professional study and advancement concurrently with their employment. For the teaching profession especially, and for some other groups, this need is more effectively met by a broad regional extensiveness in availability of program offerings or, in certain fields of specialty, by some form of inter-institutional cooperative arrangements.

If duplication of programs of the kind just described were eliminated, the direct cost to the State might be less, but the price paid by all North Carolinians would be very high because higher education would become less available to many who need access to it. Presumably it has been in recognition of these considerations that the General Assembly has established or acquired and maintains the 16 widely-dispersed constituent institutions of The University, thus providing citizens broad geographical accessibility to educational opportunity. Were a higher degree of exclusive specialization in all areas of study and at all levels to become the policy of the State, fewer but larger institutions would have to be developed to meet the needs of citizens.

Specialized and high cost programs, as exemplified notably by first professional and doctoral programs, are necessarily far less extensive. The location of these and of some other specialized instructional programs, at different degree levels, in which costs and other considerations require minimal or no duplication of offerings, will be determined on the basis of the unique missions of the institutions, the strengths of their faculties and of other instructional resources, and the best assessments that can be made of manpower needs for the particular specialties.

4. Program Policies and Priorities

a. Undergraduate Education

The Board of Governors regards a variety of courses and programs in the arts and sciences disciplines and in the professional areas of sustained high student demand as appropriate for all constituent institutions except The North Carolina School of the Arts. However, a full array of such programs at all campuses is neither necessary nor practicable. The extensiveness of these programs will be determined on the basis of such factors as the location of the institution; student demand; the resources, techniques, and skills available; and the time required to develop the program. Where a special need for additional personnel trained at the baccalaureate level is identified, The University will give priority in its undergraduate degree program planning to responding effectively to that need. The following baccalaureate level degree programs are therefore authorized for planning at the institutions designated:

Appalachian State University

Communications, general

Reading education (methodology and theory)

Law enforcement and corrections

East Carolina University

No programs authorized

Elizabeth City State University

Psychology, general

Medical laboratory technologies

Reading education (methodology and theory)

Special education, general

Ecology

- Fayetteville State University
  - Economics
  - Geography
  - Special education, general
- North Carolina Agricultural and Technical State University
  - Landscape architecture
  - Transportation and public utilities
  - Industrial engineering
  - Junior high school education
  - Reading education (methodology and theory)
- North Carolina Central University
  - Music history and appreciation (musicology)
- North Carolina School of the Arts
  - No programs authorized
- North Carolina State University at Raleigh
  - Social work
- Pembroke State University
  - Reading education (methodology and theory)
  - Special education, general
- The University of North Carolina at Asheville
  - No programs authorized
- The University of North Carolina at Chapel Hill
  - Public health
- The University of North Carolina at Charlotte
  - Afro-American (black culture) studies
  - Anthropology
- The University of North Carolina at Greensboro
  - Special education, general

The University of North Carolina at Wilmington

Speech, debate, and forensic science

Special education, general

Parks and recreation management

Western Carolina University

Special learning disabilities

Winston-Salem State University

Special education, general

b. First Professional Education

No new programs are authorized beyond that given by the Board of Governors in November, 1974, and provided for in the appropriations made by the 1975 General Assembly, to East Carolina University to offer the Doctor of Medicine degree; and that given to North Carolina State University in December, 1974, to offer the Doctor of Veterinary Medicine degree, contingent upon action by the General Assembly to provide funds necessary to establish at that institution a School of Veterinary Medicine.[19]

East Carolina University

Doctor of Medicine

North Carolina State University at Raleigh

Doctor of Veterinary Medicine

---

[19] It should be noted that this action of the Board has been challenged by a motion of the plaintiffs filed on December 19, 1974, in Atkins, et al. v. Scott, et al., No. C.-162-WS-70, in United States District Court for the Middle District of North Carolina, Winston-Salem Division.

c. Graduate Education: Master's and Sixth-Year Programs

The most important needs to be met by The University at this level are (1) to provide better opportunities for advanced study for teachers and administrators in the public schools of the State and to provide programs that can assist in the further development of the Community College System, and (2) to strengthen nursing education in the State by expanding opportunities for master's level study in that discipline, with an emphasis upon training nursing faculty.

(1) The most acute problems in responding to the needs of the public schools are in the Northeastern and Southeastern regions of the State, where access to advanced degree programs is severely limited. Two kinds of programs are needed: master's programs in education specialties, and programs in other discipline divisions and specialties for secondary teachers. An effective response to these regional needs will require major inter-institutional cooperative efforts.

In the Northeast, a consortium of three institutions -- East Carolina University, North Carolina Central University, and The University of North Carolina at Chapel Hill -- is being formed to provide programs in elementary education. This consortium will work in cooperation with Elizabeth City State University. In the Fayetteville-Pembroke region, the Board calls upon the President to establish similar inter-institutional arrangements to provide needed programs as promptly as possible. These arrangements should use the resources and facilities of Fayetteville State University and Pembroke State University to the extent feasible. This will thus contribute to the strengthening of these institutions, while responding to an immediate need. In the Wilmington region, the Board authorizes The University of North Carolina at

Wilmington to begin plans to develop master's programs at that institution in certain education specialties, and to establish necessary cooperative arrangements with other institutions in developing plans to serve the needs of that region more effectively. The scope of the programs that can be provided in all these regions will depend upon a careful assessment of demand and on the availability of resources. For the immediate future, at least, the needed inter-institutional programs must depend primarily on receipts or other such sources for support.

In addition, new intermediate or specialist degree and certification programs (sixth-year programs), designed principally for public school teachers and administrators and for community college personnel, will be authorized when sufficient need is indicated and resources are available at those institutions currently authorized to offer master's programs in the same discipline.

(2) Parallel with these efforts, and as already authorized in the report on nursing education in North Carolina, priority will be given to the development of new master's level programs in nursing at The University of North Carolina at Greensboro and at East Carolina University. The programs will be designed to provide needed resources for the training of faculty for existing nursing education programs in the State and to assist in other ways in the strengthening of existing baccalaureate programs in The University that have serious deficiencies.

(3) Other master's level programs may be authorized for planning in other institutions where there is evidence of a high level of student demand and where there are complementary supporting programs in the institution at the baccalaureate or master's level.

Planning authorization accordingly is given for the following programs at the master's level and the sixth-year level at the institutions designated:

Appalachian State University

Business management and administration

Accounting

School psychology (two-year program including certificate at sixth-year level)

Art education (methodology and theory)

Driver and safety education

East Carolina University

Nursing

Environmental health

Adult and continuing education

Driver and safety education

School psychology (two-year program including certificate at sixth-year level)

Biology, general (sixth-year level)

English, general (sixth-year level)

Music education (methodology and theory) (sixth-year level)

North Carolina Agricultural and Technical State University

Literature, English

Adult and continuing education

North Carolina Central University

No programs authorized

North Carolina State University at Raleigh

Business management and administration

Computer and information sciences, general

Atmospheric sciences and meteorology

The University of North Carolina at Chapel Hill

No programs authorized

The University of North Carolina at Charlotte

City, community, and regional planning

Public administration (emphasis on urban administration)

The University of North Carolina at Greensboro

Nursing

Educational psychology

Education of the deaf

Audio-visual education

Political science (with emphasis in public administration)

The University of North Carolina at Wilmington

Elementary education, general (including early childhood and intermediate education)

Educational administration and supervision

Western Carolina University

Art (painting, drawing, sculpture)

Art education (methodology and theory)

d. Graduate Education: Doctoral Programs

The Board of Governors authorizes no institution not currently offering doctoral programs to plan for programs at this level, except that, to support an accreditable program in medical education authorized at East Carolina University, program planning authorizations for the Ph.D. in some of the sciences basic to medical education may be requested by that institution at the appropriate time.

Authorization to plan new doctoral programs will be given at the three institutions now offering programs at that level only when there is compelling evidence of need. Such need may exist in four instances in which the Board has previously granted authorization for program planning. Accordingly, authorization for planning the following programs at The University of North Carolina at Chapel Hill is affirmed:

Ph.D. in Library science, general
Ph.D. in School psychology
Ph.D. in Speech pathology and audiology
Dr.P.H. in Nutrition

These policy decisions are predicated upon the conclusion that the doctoral market appears, on the basis of numerous national studies, to be adequately supplied in most fields. The Board notes the conclusions drawn in the recent Carnegie Commission study of academic demand for Ph.D.'s for the period 1970-1990. The authors observe that manpower forecasting is "notoriously inadequate," and they comment that "if the projections now being made and debated are taken seriously, actions will be taken that may invalidate the projections; and, indeed, the projections are partly for the purpose of encouraging the re-examination of policies." With those caveats, however, the study concludes:

> What does seem clear, on the basis of present information, is that proposed new doctoral programs should be examined very carefully by institutions and by funding agencies before they are approved.[20]

The Board of Governors concurs in this assessment and in the course of action suggested. As it has already had occasion to say, in its study of legal education:

> . . . [A]s a general rule, the State should not be expected to provide for relatively costly graduate and professional education substantially in excess of the number of people who can reasonably be expected to find employment in the kinds of work that particular training especially fits them to do.

The Board also takes this occasion to point out, however, that doctoral programs of high quality constitute a regional and national -- as well as a State -- resource of incalculable value. These programs represent in a distinctive way the obligation of The University of North Carolina to maintain a national asset, to the end that the State contribute to the Nation's intellectual and scientific vigor and vitality.

---

[20] R. Radner and L. S. Miller, with D. L. Adkins and F. E. Balderston, Demand and Supply in U. S. Higher Education (New York: McGraw-Hill Book Co. for the Carnegie Commission on Higher Education, 1975), p. 347.

5. Special Instructional Planning Studies in Progress

Three special planning studies are to be completed by the Board of Governors during the calendar year 1976. Two of the studies are in the preliminary stages at this writing and cannot be incorporated into the present planning period. The third study will be completed during the summer of 1976. Because of their importance in future University planning for instructional programs, a brief description of the scope and the objectives of the two studies must be noted.

a. Programs in Health and Allied Health Professions

Reference has been made earlier in this chapter to the sharp increase in enrollments and in degrees conferred in the Health Professions Discipline Division during the last five years. In their five-year plans, most campuses requested authorization to plan new degree programs in these fields. There is ample evidence that new programs in such specialties as nursing or physical therapy would, if established in more institutions, be able to enroll substantial numbers of students in the immediate future.

Student demand, therefore, is not at issue. The difficult problems emerge when consideration is given to the costs of such programs, to the faculty and other resources that they require, and to the future demand for large numbers of trained personnel in many of these fields.

Rapid growth in program offerings in this discipline division has also occurred in the private colleges and universities, and there has been a rapid growth in programs in many allied health fields in the Community College System.

These developments point to the need for an assessment of the adequacy of the present extensiveness of health programs and the capacity of these to meet the anticipated needs of the State over the remainder of this decade. The process followed in the study of nursing education completed in November 1975 will be followed here. Ad hoc advisory committees with appropriate representation from the constituent institutions of The University, the Community College System and its institutions, and the private colleges and universities will be formed.

That committee will assist in all aspects of the planning study. The Area Health Education Center central office will also play an important role in the study because of its extensive involvement in health and allied health educational programs in all regions of the State, and because of its health manpower monitoring responsibilities. The study will be concerned initially with programs at the baccalaureate level and the associate or certificate level.

It is anticipated that the study will be completed late in 1976, and appropriate program decisions will be made by the Board of Governors at that time. Pending this future action by the Board, no further planning authorizations for programs in these areas of study will be given.

b. Educational and Administrative Computing Resources and Needs

The computer has come to occupy a place in higher education institutions which may be compared, in many ways, with the place of the library. It has become a basic and indispensable resource in assuring effectiveness in instructional programs. Instructional use of the computer includes not only computer science curricula (which are quite limited in extent), but also the utilization of the computer as a tool for experimentation, calculation, and demonstration in a variety of disciplines. This dependence on computer resources and technology is particularly important in all of the mathematical and physical sciences, the medical and biological sciences, business and management, and many of the social sciences. A knowledge of computer technology and of its applications to these disciplines has become a necessary component in students' programs of study. An illustration of this is the trend in doctoral studies in many fields to permit -- or encourage -- the student to substitute a competency in computer applications for a foreign language competency.

North Carolina has been a pioneer state in the development of and utilization of computer-based curricular materials and in the innovative adaptation of these materials in the classroom and the laboratory. The principal base for the development has been The Triangle Universities Computation Center and the North Carolina Educational Computing Service, an agency of The University's General Administration.

Many of the constituent institutions operate their own computers for reasons associated with institutional size, purpose, historical development, and special requirements associated with their scale of operations. These computer resources range from small mini-computers used in a variety of applications, to medium-scale systems used exclusively for local administrative and academic purposes, to local regional networks providing institutional administrative and academic supporting services and data processing services to other educational and service agencies and institutions. Most institutions currently employ a combination of local equipment and telecommunications access to TUCC/NCECS to meet their requirements.

Present computing activities across The University are thus complex, broad in scope, and represent a high level of investment. This level of investment is growing and the composition of applied costs in this area is changing. Hardware costs are becoming more economical in capacity per unit of expenditure, but costs for software and for support personnel are becoming more significant budget items. At the same time these activities are integral not only to instruction but also as the previous discussion has indicated, to research and to administration. Many research projects are completely dependent upon the speed and accuracy of computer technology for instrumentation, complex analysis and simulation. University administrators must use the computer for the storage of basic information on finance, staff, students, courses, and facilities.

This dependency on the computer underscores the need for comprehensive planning related to each of these areas of utilization. Close attention must be given to establishing an appropriate balance between individual capacities for the institutions and shared resources. Accordingly, during the calendar year 1976 a planning study which is now underway will be completed and will assess present computing resources and also will project future computing requirements.

c. The Study of the Five Predominantly Black Constituent Institutions

Under the terms of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems, The University committed itself to a special study of the five predominantly black constituent institutions. The University was required by the Office for Civil Rights in the preparation of that State Plan to give assurances "that resources provided by the State to predominantly black institutions are comparable to those provided at all other state institutions of similar size, level, and specialization."[21] Consequently, the State Plan provided that a study would be made of these institutions under the direction of the President of The University.

The first phase of the study is an analysis of patterns and levels of State appropriations support of these five institutions, compared with appropriations support of the counterpart predominantly white institutions. That phase of the study is almost complete. It will be followed by a more comprehensive analysis of the strengths and deficiencies of these institutions, with specific plans and recommendations designed to eliminate the deficiencies and to foster the future development of the five institutions in a manner consistent with the commitments assumed in the Revised State Plan.

---

[21] Letter from the Director, Office for Civil Rights, Department of Health, Education and Welfare to Governor James E. Holshouser, Jr., November 10, 1973.

E. Extension Credit Instruction

1. Definition

Reference has been previously made to extension activities which comprise a part of the instructional program of the constituent institutions. "Extension credit instruction," as herein discussed, is defined as off-campus instruction in courses of study or programs for which students enrolled may earn academic credit toward some specified degree offered by the sponsoring institution. This instruction is designated in the 108 expenditure purpose ("Extension and Public Service") under State budgeting procedures, rather than in the 104 purpose, Instruction and Departmental Research. The distinction is a critical one. Under State policy, students enrolled in off-campus programs are not included in the count of "regular session" students for which the institutions receive appropriated support. Rather, the long-established policy is that State-appropriated funds are provided for basic continuing administrative support of extension, but that the off-campus programs are supported by student fees. Only in rare instances have exceptions to this policy of receipts-support been authorized.

Extension credit instruction, as defined here, excludes a variety of other activities that are also budgeted under the "Extension and Public Service" purpose -- such as special instructional programs that do not carry degree credit and the Statewide operations of the Agricultural Extension Service. These latter activities are described in Part III, Public Service, of this chapter of the plan.[22]

---

[22] The distinction made here in various categories of extension activity is generally consistent with the Program Classification Structure (PCS) previously referred to in this chapter.

2. The Scope of Extension Credit Instruction

During 1974-75 a survey of off-campus programs found that 14 of the 16 constituent institutions of The University were conducting off-campus programs for academic credit. (The two institutions that were not offering such programs were Elizabeth City State University and Winston-Salem State University.)

The institutional programs of extension credit instruction vary widely in the range of subjects, the particular groups being served, and the structure of the programs. The School of Engineering of North Carolina State University at Raleigh is offering a program at the master's level on the campus of The University at Wilmington. The School of Public Health of The University at Chapel Hill is offering a master's program in conjunction with the Area Health Education Center in Asheville. East Carolina University operates educational centers at Camp Lejeune and at Cherry Point where degree credit toward various undergraduate and some master's programs can be taken. At Fort Bragg, there is a large inter-institutional education center. Fayetteville State University is responsible for undergraduate programs of study at that center, and a selected number of master's programs are offered by East Carolina University and North Carolina State University. Total enrollment (in headcount) in these three military centers in the fall of 1975 was 3,570. At Cherokee, Western Carolina University has initiated an undergraduate program. Appalachian State University is currently offering a master's program in Winston-Salem on the campus of Winston-Salem State University. At particular localities across the State, institutions provide one or more specific courses for academic credit. The institutions reported for 1974-75 a total of approximately 70,000 individual course registrations in all off-campus programs for academic credit, including the three military centers.

The largest single group of individuals served by these off-campus programs are teachers and administrators in the public elementary and secondary schools. Extension instruction increasingly serves for this group the purpose historically performed principally through the "summer school" in the constituent institutions. (The summer session retains its close similarity to extension instruction in that there are limited State appropriations for its operations and that it is also principally dependent on student receipts.) To a growing extent, the institutions are being asked to provide programs off-campus, and throughout the year, to serve the needs of the public schools and other professions and groups.

The Extension Division of The University of North Carolina at Chapel Hill serves as administrative headquarters for correspondence instruction offered by all of the constituent institutions.

Extension credit instruction is thus designed principally to provide to persons enrolled an opportunity to acquire new knowledge, to keep themselves current with new developments, and thereby to help prepare them for advancement in their particular occupation or profession or to prepare for new jobs. It usually serves those non-traditional college-age segments of the population who need opportunities to pursue formal programs of instruction concurrently with their employment.

Extension credit instruction has been defined as off-campus instruction for academic credit that may count toward fulfillment of degree requirements. As the foregoing examples of University activity in this area will indicate, however, not all persons enrolled for credit in these programs will be actually pursuing a degree. In the instance of public school teachers, for example, State certification renewal can be obtained by taking some designated number of credit hours within some period of time. The new Southern Association regulations cited earlier in this chapter require a certain proportion of the teachers in a secondary school to have the master's degree or to be following a program of study leading to the master's degree. The general requirement of the accrediting body for all teachers, however, is that they earn six semester hours of additional credit each five years until they have earned a total of 30 hours. There are approximately 40 professional or other occupational groups that now have specified continuing education requirements for certification purposes or renewal of licensure. Registration for academic credit thus does not necessarily mean that an individual intends at that time to continue until the requirements for a degree have been met. For teachers and other groups, however, off-campus instruction meets an important educational need.

3. Special Problems

This discussion indicates the high level of demand for extension credit instruction and the importance of proper coordination of University efforts to respond to the need. Further, as has been pointed out in an earlier section of this chapter, much of the demand for extension credit instruction is at the master's level. An effective response to these needs must always contend with some special problems.

An institution of higher education has an aggregate of various kinds of resources that are necessary to the conduct of instructional programs -- faculty, libraries, physical facilities, special equipment, computers, and others. Depending upon the type of program or course being offered, there are different levels of difficulty encountered in attempting to transport necessary resources to an off-campus site. Some are not "portable," so that the requirement for some period of residency on campus is a necessary element in the degree program. What extension credit instruction provides, for those fields of study where it is appropriate, are opportunities to satisfy some significant part of the course or degree requirements in an off-campus setting more accessible to the student.

This general problem can sometimes be effectively resolved by the concentration of programs in a single center. The military centers noted in the previous section are illustrative. At Fort Bragg, for example, access to computer terminal facilities were necessary if certain courses of study were to be offered. Because of the size of the center there, and the continuity of its programs, it has been possible to provide the computer resources at the site. In other types of programs, such as in health professions where clinical training is a critical element, community facilities designed for a patient care purpose may be adapted in some instances to serve that primary purpose and also to support educational programs. In still others, access to library collections may be the most important single resource other than faculty. This means the student must come to the sponsoring institution or to some other cooperating institution.

The Southern Association has recently made substantial modifications in the residency requirements contained in its accreditation standards. The action was intended to encourage institutions to respond to changing patterns of educational need and develop new methods for the delivery of programs. The effect is to place a larger obligation on the institution itself to insure that requisite standards of quality are maintained.

This task is further complicated by the fact that extension credit instruction is primarily dependent on receipts for support. In the instance where an institution is called upon to provide some designated course or courses at a particular time, a determination of the adequacy of registration -- i.e., receipts -- to support instructional costs can usually be rather simply made. If the need is to offer a continuing program in an orderly sequence so that a substantial component of course requirements for a particular degree can be taken by interested individuals in some geographical region away from the campus, dependence on receipts makes careful planning essential.

4. Policies for Extension Credit Instruction

The Board of Governors recognizes that in many circumstances a differential in budgeting methods for extension instruction is appropriate. It recognizes also that the present economic and fiscal conditions confronting the State and the 16 institutions make it impracticable to effect comprehensive changes in the funding of extension credit instruction during the present planning period. A study of all off-campus instruction in The University of North Carolina is currently in progress. When that study is completed the Board will examine the financing of off-campus instruction, particularly that instruction for which degree credit is given, to determine whether a higher level of State-appropriated support is justified. For reasons already indicated, that support may in some circumstances be very important if the effectiveness and utility of these programs is to be assured. Further, by establishing graduate centers in regions where programs are not now available to a large population, it should be possible to achieve a concentration of necessary resources at a lower cost to students and to the State.

Whatever the pattern of funding, it is obviously important that no unnecessary costs be incurred by the institutions or by students because of duplication of effort in off-campus programs. The Board therefore calls upon the President to take steps that will guard against unnecessary geographical duplication of program offerings through extension instruction. In planning for the establishment of an off-campus program intended to continue longer than a single semester or quarter, the institution shall present a program proposal to the President's office in advance. The President will provide reports on such activities at regular intervals to the Board's Committee on Educational Planning, Policies, and Programs.

In planning to offer an individual course or courses not intended to continue beyond a single semester, the institution shall ascertain first whether the same course or courses are being offered in that immediate area by any other institution. The institutions will report regularly to the President all such courses being offered.

The President shall establish such planning and reporting mechanisms as may be necessary to insure this coordination of effort.

PART II

RESEARCH

A. Introduction

Research is closely related to the instructional program of The University. Instruction characterizes the responsibility of The University to communicate existing knowledge to successive generations of students. Research characterizes the responsibilities of The University for the advancement of knowledge. Teaching and research are thus complementary, not competitive. Each is stimulated and strengthened by the other.

North Carolina's agricultural, industrial, and urban life is based on modern science and technology and as such it depends heavily on dedicated, imaginative, and effective research to maintain its momentum. A large proportion of the publicly-supported research that sustains the State's economic and social health is performed at the member institutions of The University of North Carolina that are designated as "major research universities." The complementary and mutually strengthening effects of having outstanding research programs so closely related to strong graduate instruction programs makes for greater effectiveness and efficiency in both areas.

This section of the long-range plan will briefly describe the scope of research activity in The University, the types of research and the means through which research activity is organized and supported, the importance of research in The University's contribution to the State and to the Nation, and the planning objectives of the Board of Governors to strengthen and promote research. It will not undertake to lay out plans for specific topical areas of research nor to indicate allocation of resources beyond the existing authorized programs.

Much fuller treatment of the general subject of research in The University will be given in future editions of the long-range plan.

B. Definitions

1. General

Research is critical investigation or experimentation designed to discover new facts and their correct interpretation, to test and revise accepted conclusions, theories or laws in the light of newly discovered facts, or to make practical application of new knowledge or revised conclusions. Within the university setting, research has been succinctly defined as all those activities whose purposes are the "creation of new knowledge, the reorganization of knowledge, and the application of knowledge."[23]

Two kinds of activity are differentiated: Basic research is original investigation for the advancement of knowlege. Applied research is directed toward practical applications of knowledge. Both kinds of research are conducted in The University.

All research is, in one sense, a highly individualistic endeavor, characteristic of the constant testing and exchange of ideas that are always in progress in a vigorous and active university community. As knowledge has expanded rapidly in recent years, especially in the sciences, new forms and methods of organization have developed to facilitate cooperative research activity that is often multidisciplinary in nature and better supported by special administrative structures. In terms of administrative arrangements, budgeting and sponsorship, two types of research activities exist in The University: "departmental research" and "organized research."

---

[23] The definition is from the widely-used "Program Classification Structure" (PCS) developed by the National Center for Higher Education Management Systems (NCHEMS) under contract with the U.S. Office of Education.

2. Departmental Research

"Departmental research," as indicated in the budget purpose designation "Instruction and Departmental Research," is carried on by faculty members as a part of their regular professional pursuits and is very closely tied to their role as teachers and as scholars. Individual research activity is highly structured and focused, as in a particular project that leads to the publication of its findings in a scholarly book or article or in the presentation of a paper to a learned society. Sometimes the individual researcher is supported in whole or in part by a grant from a foundation or other outside agency, particularly when the research is unique or related to a specific mission and requires access to data or other resources not available in the institution.

The close relationship of departmental research to instruction is apparent in much of graduate education. This is especially the case in doctoral education, where a major part of the degree requirement is a substantial research project leading to the preparation and defense of a dissertation. The direction and guidance of such research projects is a major instructional responsibility of members of the graduate faculty.

Research is by definition a creative pursuit. In some disciplines research has its counterpart in creative work. For example, the faculty member or graduate student in studio art, or in music, may make a significant contribution by creating a piece of sculpture or a painting, or by composing or performing some work, or by some other artistic endeavor.

3. Organized Research

"Organized research" consists of those research activities that are budgeted separately from "Instruction and Department Research." It may be conducted through academic departments or through institutes and centers established to facilitate research. Generally organized research is "sponsored research" in that it is financed by grants from or contractual agreements with agencies external to The University.

For fiscal 1975-76, State appropriations for organized research, excluding the Agricultural Experiment Station which is in a separate budget code, total $4.5 million. These funds provide a level of basic support for some research centers and institutes, but they account for only about ten per cent of organized research expenditures. Most organized research activity is supported, or "sponsored," by federal agencies, by agencies of the State government, by foundations, or by other private sources.

Organized research in The University is centered largely at the doctoral institutions. Two institutions -- North Carolina State University at Raleigh and The University of North Carolina at Chapel Hill -- receive 86 per cent of the State appropriations to this budget purpose. This concentration of activity is even more marked in patterns of federal funding, the largest single means of support. North Carolina State University at Raleigh in particular has agricultural research responsibilities assigned by federal and State law.

Agencies of State government, foundations and other private sources provided to The University more than $12 million in support of organized research in the last fiscal year. The National Science Foundation report on Federal Support to Universities, Colleges and Selected Nonprofit Institutions for 1974 shows that The University of North Carolina at

Chapel Hill ranked 22nd among all universities and 11th among state universities in the United States in support from 14 federal agencies that account for 99 per cent of federal obligations for research and development to all universities and colleges. The University at Chapel Hill received $40,256,000 in federal support. North Carolina State University at Raleigh ranked 77th nationally with $16,573,000. Duke University ranked 27th nationally with $34,950,000.[24] These totals include some activities other than research (i.e., construction grants), but research grants and contracts and funds for research training grants and fellowships account for a substantial proportion of these "federal obligations."

As these data suggest, research has become a major national "industry," and a significant part of that industry is located within the university community and especially at the doctoral research institutions. Two constituent institutions of The University of North Carolina and one private university in North Carolina are leading national centers for scientific research. Other constituent institutions of The University are developing important strengths in selected areas of research, as illustrated by the growth of North Carolina Agricultural and Technical State University's Transportation Institute and the program in marine sciences at The University of North Carolina at Wilmington. Such research programs serve to strengthen the entire institution.

---

[24] The NSF report is summarized in Higher Education and National Affairs, October 10, 1975.

"Sponsored research," which constitutes most organized research activity and accounts for most research expenditures, extends across many subject-matter areas, but it is largely centered in the sciences. Research grants and contracts differ greatly in scope, magnitude, and duration.

Large numbers of grants and contracts are awarded to the constituent institutions on behalf of individual faculty members who are associated with an academic department or with research institutes, or with both, for investigations directed toward a specific topic. The investigator must apply through the institution for support from the potential sponsoring agency. If the research proposal is accepted by the sponsor, it typically provides funds for such purposes as the purchase of supplies and special equipment, for travel necessary to the project, for computer time, for the hiring of research assistants and technicians, and for payment of the faculty member's salary in proportion to the commitment of his time to the project. Individual projects of this nature are likely to be of brief duration -- usually for one, two or three years. Progress reports are submitted at regular intervals to the sponsoring agency and then a final report of findings and results is made. The findings are usually published. A successful project is likely to open other areas of investigation, and a renewal of the grant or contract may be awarded or a new proposal developed.

Other sponsored research activities will involve many investigators from several academic units and disciplines. In this type of activity, the contract or grant supports a multiplicity of research projects directed toward investigation of some common set of problems. The scope of the activity may be so extensive in subject matter, in the involvement of many disciplines, and in the specialized facilities and equipment it requires, that a separate center or institute may be established to provide needed administrative and coordinating mechanisms.

All sponsored research proposals are subject to prior review by the research administration office and other appropriate administrative units at the institution to see that technical and budgetary aspects are in order and that University policies are followed. The proposals are then sent to the prospective sponsoring agency where it is substantively assessed, with the participation of knowledgeable persons in the particular field or fields of study concerned. A major, long-term project proposal usually involves a site visit by a team selected by the prospective sponsoring agency to determine the capacity and commitment of the institution to the undertaking.

The sponsoring agency is charged by the institution for indirect costs associated with sponsored research projects, so that appropriate administrative expenses are borne by the grantee or contractor. These overhead receipts provide the funds that support research and contract administration offices at the institution.

Organized research activity of this nature is particularly important to doctoral and other advanced professional training. Such projects are beneficial, therefore, not only because of the knowledge contributed by the research but also because of the opportunities they provide for the training of a new generation of scholars.

C. Research Institutes and Centers

Institutes and centers through which many of the organized research programs of The University are conducted are both intra-institutional and inter-institutional in their organization and administrative structure. The inter-institutional institutes are primarily problem-oriented in mission. They are multi-disciplinary in nature, involving faculty and other academic staff from two or more institutions working independently but in a coordinated manner in common problem areas. These inter-institutional institutes and the cooperating institutions currently established are:

Agricultural Experiment Station

North Carolina Agricultural & Technical State University

North Carolina State University at Raleigh

The University of North Carolina at Greensboro

Environmental Studies Council

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

Highway Safety Research Center

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

Institute of Nutrition

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

The University of North Carolina at Greensboro

Marine Sciences Council

East Carolina University

North Carolina State University at Raleigh

Marine Sciences Council (con't.)

The University of North Carolina at Chapel Hill

The University of North Carolina at Wilmington

Triangle Universities Consortium on Air Pollution

Duke University

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

Triangle Universities Nuclear Laboratory

Duke University

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

Urban Studies Council

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

The University of North Carolina at Charlotte

Water Resources Research Institute

East Carolina University

North Carolina State University at Raleigh

The University of North Carolina at Chapel Hill

The University of North Carolina at Wilmington

Eight of the constituent institutions maintain intra-institutional research institutes and centers. These also tend to be problem-oriented and multi-disciplinary in their research programs, and particular centers have other functions in addition to research. The institutional centers and institutes are:

The University of North Carolina at Chapel Hill

- Cancer Research Center
- Carolina Population Center
- Center for Alcohol Studies
- Center for Research in Pharmacology and Toxicology
- Center for Urban & Regional Studies
- Child Development Institute
    - (Biological Sciences Research Center)
    - (Frank Porter Graham Child Development Center)
- Dental Research Center
- Developmental Disabilities Training Institute
- Health Services Research Center
- Institute for Applied Business and Economic Research
- Institute for Environmental Studies
- Institute of Government
- Institute for Investment Research
    - (School of Business Administration)
- Institute of Latin American Studies
- Institute of Marine Sciences
- Institute of Outdoor Drama
- Institute for Research in Social Science
- Institute for Speech & Hearing Sciences
- Laboratories for Reproductive Biology
- L. L. Thurstone Psychometric Laboratory
- Materials Research Center
- Research Laboratories of Anthropology
- Social Research Section (Division of Health Affairs)

- North Carolina State University at Raleigh
  - Center for Marine & Coastal Studies
  - Center for Occupational Education
  - Center for Rural Resource Development
  - Center for Urban Affairs & Community Services
  - Engineering Design Center
  - Engineering Research Services Division
  - Furniture Research & Development Application Institure
  - Institute of Statistics
  - Minerals Research Laboratory
  - Pesticide Residue Research Laboratory
  - Reproductive Physiology Research Laboratory
  - Southeastern Plant Environment Laboratories
- North Carolina Agricultural & Technical State University
  - Institute for Research in Human Resources
  - Manpower Research & Training Center
  - Transportation Institute
- North Carolina Central University
  - Minority School Biomedical Support Program
  - Institute for Desegregation
- East Carolina University
  - Institute for Research in Human Resources
- The University of North Carolina at Charlotte
  - Institute for Urban Studies & Community Service
- The University of North Carolina at Wilmington
  - Institute of Marine Biomedical Research

Western Carolina University

Economic Development Center

It will be noted that most organized research, as reflected in the titles of the various institutes and centers, is in the natural and social sciences. Most organized research conducted in academic departments is also in the scientific disciplines, reflecting national priorities and funding patterns. The life sciences are by far the largest single component, receiving 54 per cent of total federal research and development obligations in fiscal 1974 and accounting for approximately that same proportion of organized research expenditures in The University. Energy research is rapidly emerging as an area of major federal support.

There is ample precedent for inter-institutional research undertakings which join the strengths of two or more institutions in common research endeavors, both short-term and continuing in nature. The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh offer several examples of such cooperation in scientific and technological fields.

New possibilities for inter-institutional research programs that can bring significant benefits to North Carolina and to the Nation are being developed through the recent formation of the Triangle Universities Center for Advanced Study. This cooperative venture was initiated by a gift from the Research Triangle Foundation to a non-profit corporation formed by Duke University, North Carolina State University at Raleigh, and The University of North Carolina at Chapel Hill. This new Center provides a means through which the strengths and resources of several institutions can be marshalled to make more effective research contributions. This potential is demonstrated by the decision of a national group to select the Triangle Park as the site of the new National Center for the Humanities. The proposed Center, which will constitute needed national recognition of the importance of research in the humanities, will be developed as a program within the Triangle Universities Center. The location of the National Center for the Humanities in the Research Triangle Park is further confirmation of the enormous contributions made by the research activities of the university community, and of higher education generally, to the economic, intellectual, and cultural development of the State. The entire development of the Research Triangle Park and of the Research Triangle Institute, and their impact upon the development of North Carolina, underscore the importance of advanced research competencies as assets of national importance that serve also to enrich the life of the State.

D. Research Planning

Long-range planning for research must be less structured and less specific than is the case in such areas as instruction. Most of the reasons for this are obvious, but two special characteristics of research that make this true are noteworthy.

(1) Research is by definition a creative and highly individualistic activity, even in an "organized research" setting, as to subject matter and methodology. In departmental research, and to a considerable extent in organized research as well, the researcher and not the institution chooses the topic for investigation and the mode of its pursuit.

(2) The scope and content of a large proportion of research in The University is influenced by the support of agencies external to The University and by the priorities and policies established by those agencies.

Given these characteristics, and the limitations which they inherently impose upon the development of specific plans and programs from the vantage-point of the Board of Governors, long-range planning will at this juncture not go beyond a statement of general policies and the indication of appropriate administrative and budgeting procedures to guide, aid, and encourage sound research endeavors.

1. General Policies

Strong programs of research are dependent upon the same basic elements that are required to maintain excellence in instruction: a faculty committed to high professional standards, the protection and maintenance of academic freedom, and the availability of necessary supporting resources appropriate to the research functions of the institutions, such as libraries, computing services, and well-equipped laboratories.

The Board of Governors has committed itself in the Code of The University of North Carolina to the defense of academic freedom. The Board has worked, through the requirements and general guidelines it has provided for the development of institutional tenure regulations, to establish policies and procedures that will promote the ability of institutions to recruit and retain highly-qualified faculty members; and in its successive budget requests, the Board has sought to obtain appropriations to maintain faculty salary levels that are consistent with these objectives. Those budget requests have also addressed needs in the supporting areas of library improvements, computer resources, and in special facilities. Thus, in the discharge of its basic governance and budgeting responsibilities, the Board of Governors seeks to provide in each of the constituent institutions an environment that promotes and encourages research.

2. Research Administration

Responsibility for departmental research activities is by definition one vested in the institution because of its integral relationship to the conduct of the instructional programs. The Board considers it desirable to provide resources to support and encourage faculty research projects of exceptional promise through special grants. Other needs must take priority over the requesting of State funds for this purpose at the present time. However, the Board does encourage institutions to seek outside support for this purpose through their endowments and related programs.

In the area of organized research, and particularly in sponsored research activity, the responsibility of the Board of Governors and of the President is to establish effective administrative and budgetary procedures which facilitate the process of applying for grants and contracts and which insure that University responsibilities are appropriately met.

Research administration must be so designed that it promotes and does not impede the conduct of approved research projects. Accordingly, it should insure that

(1) Adequate budgetary support, both direct and indirect, is provided by the funding agency and that no unauthorized obligations or commitments are assumed by the institution;

(2) All research programs and projects are compatible with the overall mission of The University and of the institution and its instructional programs;

(3) The research is subject to full disclosure with respect to purpose and sponsorship; and

(4) All projects and proposals are consistent with University policies and regulations in any pertinent area.

Proposals for grants or contracts to support individual research projects may be submitted by the institutions to potential sponsoring agencies. For reporting and review purposes, these proposals must be simultaneously transmitted to the General Administration. However, advance approval by the President of The University of any proposal will be required prior to submission of the proposal to a potential sponsoring agency in the event that:

(1) The proposal contemplates the establishment of a new institute, center, or other organization;

(2) The proposal is being presented jointly by two or more constituent institutions;

(3) The proposal would commit the institution or The University to any continuing support of the project or projects beyond the period of the grant or contract; or

(4) The proposal provides for the planning or establishment of any degree program or other educational activity not previously authorized and established.

The Board of Governors calls upon the President to establish administrative arrangements that may be required to carry out these policies. With the assistance of the Research Advisory Council, these administrative policies and procedures shall be periodically reviewed to insure their effectiveness. The Council will also assist the President and the Chancellors in communicating with agencies and organizations that provide resources for the support of research.

PART III

PUBLIC SERVICE

A. Definitions

"Public service" encompasses a broad range of programs provided by The University and its constituent institutions. These programs are closely related to instruction and research, but they serve individuals who are not enrolled as resident students or in "extension credit instruction" for academic or degree credit, and also entities such as governmental units and other organizations.

Public service programs include (1) extension services, (2) public broadcasting, (3) patient care and health care support services, and (4) general public service activities. These activities are generally identified within the 108 expenditure purpose ("Extension and Public Service") or within separate budget codes, although the services are often integral to instruction and research activities.[25]

---

[25] The definition used here is consistent with State budgeting policies and generally follows the "Program Classification Structure" previously cited.

B. Extension Services

Extension services are special programs of instruction and service provided for non-resident students both on-campus and off-campus. These include programs that serve the general public and programs designed to serve particular client groups, organizations, or institutions. The programs are offered through institutional extension and continuing education divisions and by specialized institutes and centers at some of the institutions.

1. General Extension Services

General extension services consist principally of instructional services and are supported principally by registration fees or special grants.

These programs (unlike "extension credit instruction") do not carry academic credit. They serve the needs of many different groups and individuals and they vary widely in format and scope in accordance with the needs and interests of the groups being served. During 1974-75, twelve of the constituent institutions reported more than 90,000 registrations in off-campus general extension programs, including short courses, conferences and workshops. Additional thousands were registered for similar programs offered on campus.

General extension services are offered primarily to serve the continuing education needs of adults. These needs may relate to the individual's career and provide opportunities to enhance knowledge and training in one's occupation. There were, for example, more than 14,000 non-credit registrations in extension programs in Health Professions in 1974-75. These needs may relate to the more general educational objectives of becoming better informed about public affairs or to cultural and personal enrichment, as evidenced by approximately 10,000 non-credit extension registrations in 1974-75 in programs in Fine and Applied Arts.

The University's General Administration is currently conducting a study of general extension services, with the assistance of the University-wide Council on Continuing Education. This study will aid in the development of more effective planning to meet growing needs for continuing education programs through extension instruction and general extension services. Recommendations will be reviewed by the Board of Governors at the conclusion of the study and appropriate actions will be taken at that time.

2. Special Extension Services

Special public service needs of various groups of citizens or of State and local agencies are provided through a number of service agencies in some of the constituent institutions.

The largest of these agencies is the Agricultural Extension Service, operated by North Carolina State University at Raleigh in cooperation with North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro. The Agricultural Extension Service has been in existence since 1914. It is supported by State appropriations and by annual federal appropriations begun under the Smith-Lever Act. The Agricultural Extension Service provides a wide range of services designed to contribute to strengthening the quality and efficiency of the agricultural economy of the State and the quality of rural life. The Service works in every county of the State. Its programs, and the research programs of the Agricultural Experiment Station, are under the general direction of the School of Agriculture and Life Sciences at North Carolina State University at Raleigh.

North Carolina State University at Raleigh also operates the Industrial Extension Service through its School of Engineering. The purpose of the Industrial Extension Service is to extend "the resources of the School to the people and industry of the State so as to assist in the State's economic development." The staff provides assistance to industrial firms in solving problems in such areas as high-cost manufacturing techniques, low material utilization, and equipment or product reliability, and through special programs of instruction.

The University of North Carolina at Chapel Hill maintains the Institute of Government, whose objective is to help the public officials and employees of the State and its cities and counties to maintain more responsive, responsible, efficient, and economical governmental services. This objective is pursued through a wide variety of non-credit training courses for full-time and part-time public officials and employees, numerous instructional and reference publications written for the same clientele, consulting and advisory services designed to aid governmental units and officials in coping with particular governmental tasks, and a program of research on governmental problems and processes which supports its teaching, publishing, and consulting activities. The Institute is the largest and most diversified University-based governmental training, research, and consulting organization of its kind in the Nation.

Other specialized organizations for public service within The University of North Carolina are exemplified by the Economic Development Center in the School of Business at Western Carolina University and the Regional Development Institute at East Carolina University. These agencies assist business firms and communities in those regions through programs of research and technical assistance designed to foster economic and social development.

C. Public Broadcasting

The University of North Carolina Television Network is a public service activity which reaches across the entire State. The Network is an educational and cultural resource for the people of North Carolina.

Programs for the Network are produced in studios at North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro; by use of Network-owned film and television mobile units; and through arrangements with commercial television stations throughout the State. In addition, programs are acquired from the Public Broadcasting Service, Great Plains National ITV Library, National Instructional Television Library, other ETV stations, the Southern Educational Network. and various commerical program distributors.

Broadcasting for the Network originates from the Network Center in Chatham County. From there it is relayed through The University-owned microwave system to transmitters in Columbia, Farmville, Wilmington, Chapel Hill, Winston-Salem, Concord, Linville, and Asheville. In addition, the system includes translators at Morehead City, at Cowee Bald in Jackson County, and one serving Tryon. The signals from this system are available to approximately 96 per cent of the 1.5 million television-owning households in North Carolina.

In 1976 the Network will provide about 3,600 hours of television programs. About 300 of these hours are produced in North Carolina. These locally-produced programs include instructional programs for children and adults, informational and public affairs programs, and programs for cultural enrichment in arts and letters.

Approximately 50 per cent of the total hours broadcast are instructional. Forty per cent of these are directed to children in and out of school. About 25 per cent of the program time is committed to informational programs (e.g., news conferences, documentaries, and coverage of special events) and 25 per cent consists of programs for cultural enrichment.

Since 1969, the Network has concentrated on developing capacities to provide television services to children in the schools of the State. This has been accomplished through effective cooperation with the State Department of Public Instruction's In-School Television Program, through extending the Network by the addition of transmitters and translators, through increased film and mobile production capacities, and through vastly increased hours of the schedule devoted to broadcasting for use in schools. The result has been an increase in pupils enrolled in classes using Network television from about 70,000 in 1968-69 to nearly 700,000 in 1974-75.

D. Patient Care and Health Care Support Services

In association with instruction and research in health professions, The University of North Carolina provides extensive patient care and health care support services to the citizens of North Carolina. These public service programs are now centered in The North Carolina Memorial Hospital and in the Area Health Education Centers program. The Board of Governors has entered into an affiliation agreement with Pitt County Memorial Hospital under the terms of which that institution will serve as the primary teaching hospital of the East Carolina School of Medicine.

The North Carolina Memorial Hospital was opened in September of 1952 to serve the people of North Carolina as a major referral and teaching hospital.

The first priority of the Hospital is to provide high-quality health care services. As a major referral center, it is also an important channel for consultation between physicians of North Carolina and the faculty of The University of North Carolina at Chapel Hill School of Medicine who serve as the Hospital's medical staff.

Located on the campus of The University of North Carolina at Chapel Hill, the Hospital provides the clinical environment for the education of students for the five Schools of Health Sciences at that institution and for students from other universities. It is an essential and active participant in the affairs of the Academic Health Science Center.

The Hospital has the added responsibility of extending health care services to the people of its immediate community. It has been working closely with the "out-reach" clinics of the federally-funded Orange-Chatham Health Services in extending community health care. It is also developing primary care and model family practice centers to serve the dual functions of providing health care delivery to the community and programs for education and research.

The Hospital is expanding its facilities and programs in a special effort to make available to physicians and the health care consumer complex and highly-specialized services which are a necessary part of a comprehensive health care system.

The North Carolina Memorial Hospital has a capacity of approximately 650 beds and provides more than 141,000 patient care days a year. There is marked emphasis on ambulatory care, with over 159,000 visits per year to the 100 clinics of the Hospital. The Hospital also provides psychiatric services and maintains a 54-bed facility for in-patient care.

The Hospital is accredited for internships in family medicine, medicine, medicine-pediatrics, pathology, pediatrics, and surgery. Residencies are offered in these specialties and in anesthesiology, dermatology, obstetrics and gynecology, opthalmology, psychiatry, radiology, and in other medical and surgical specialties.

The Area Health Education Center (AHEC) Program is centered at The University of North Carolina at Chapel Hill. Its purpose is to increase the quality and quantity of all health personnel and to improve the distribution of personnel by geography and specialty where health care needs are the greatest. It utilizes, through cooperative arrangements, the facilities of community hospitals and other health resources in health education programs and relates the educational program of The University to patient care services in the participating communities.

To meet these goals, the AHEC Program is decentralizing and regionalizing health personnel education. Each AHEC determines regional priorities consistent with the overall program. The ultimate authority in each AHEC is the Board of Directors of that AHEC. Each of the AHEC's has, however, established a contractual relationship with a university which provides professional guidance to its educational programs. The nine AHEC regions in North Carolina are the Mountain, Charlotte, Wilmington, Area L, Wake, Fayetteville, Greensboro, Northwest, and Eastern Area Health Education Centers.

The Area Health Education Center provides clinical instruction and continuing education for undergraduate students in the health professions, residency training programs, and assistance to educational institutions and health care facilities in the development of training programs for health personnel.

While the emphasis of the AHEC is on the education of health personnel, it is an essential contributor to the ultimate goal of reaching as many people as possible with health care services that provide health maintenance, preventive health services, and in-patient care.

E. General Public Service Activities

A university provides to the community many intellectual and cultural resources that serve to enrich the life of the community and of the State at large. These resources contribute a variety of services to the general public that cannot be "classified" or catalogued in any precise and comprehensive manner, but which provide important benefits and services to all segments of the population. Major research libraries and special collections, theater programs, concerts, student recitals, art exhibitions, lectures, and intercollegiate and intramural sports are illustrative of the scope of these services. Through these kinds of activities, all of the constituent institutions offer cultural, intellectual, and recreational benefits to the State and its citizens.

F. Planning for Public Service Programs

Long-range planning for public service programs is at different stages of development. A comprehensive planning study of general extension programs, including extension instruction, is in progress. In the area of patient care and health care support services, a plan for the development of the Area Health Education Centers through the remainder of this decade was a part of the Board of Governors' Statewide Plan for Medical Education, approved in November, 1973. Thus far the objectives set out for the AHEC program have been largely realized on the schedule projected. Planning for the future development of The North Carolina Memorial Hospital is substantially delegated to the Board of Directors of the Hospital, working in conjunction with The University of North Carolina at Chapel Hill and its health science schools. Planning for the future development of the East Carolina University School of Medicine and its affiliated primary teaching hospital (the new Pitt County Memorial Hospital) is still in progress. Planning for specialized public service organizations, such as the Institute of Government and the Agricultural Extension Service, is a responsibility vested in the institutions of which those organizations are a part.

For the present planning period, the Board of Governors assumes a particular responsibility to develop coordinated plans in the areas of general extension services and the related functions of extension instruction and continuing education programs. Subsequent annual revisions of the long-range plan will address these areas in greater detail on the basis of the studies now in progress. Further, the Board attaches great significance to strengthening the services of the University Television Network. It believes it is particularly important to develop plans for the more effective use of the resources of the Network in extension instruction and other programs of continuing education, and it calls upon the President to initiate appropriate planning studies consistent with these objectives.

PART IV

ACADEMIC PROGRAM PLAN

The planning responsibility of the Board of Governors has a comprehensive purpose and, for each of the constituent institutions of The University of North Carolina, a specific purpose. The comprehensive purpose is found in the statutory responsibility to "plan and develop a coordinated system of higher education in North Carolina." The specific purpose is found in the further statutory responsibility to "determine the functions, educational activities and academic programs" of each constituent institution. It is this specific responsibility for each of the institutions that is addressed in this section of the long-range plan.

For each of the constituent institutions, this section presents the academic program plan. The statements make the basic assignment of educational responsibility to the institutions, in the context of The University-wide long-range plan. Each institutional academic program plan contains a general descriptive classification of the institution and then sets out (1) the currently-authorized major academic units (colleges and schools) through which the instructional programs of the institution are organized and supported; (2) all currently authorized degree programs in the institution, by degree level and by discipline division and discipline specialty; (3) all new programs that the institution is now authorized to plan during this planning period, 1976-1981; (4) the authorized enrollment projections for the institution for each year of the planning period; (5) other general or specific instructional responsibilities that are assigned to the institution; and (6) the basic procedure for annual review of the plan.

The descriptive classification of the institutions is adopted from categories developed in the Program Classification Structure (PCS). It is generally consistent with similar classifications developed by the Carnegie Commission on Higher Education, the National Commission on the Financing of Postsecondary Education, the Academy for Educational Development and the National Center for Educational Statistics.

Institutions are classified as follows:

(a) Major Research Universities -- Universities which awarded more than 50 doctor's degrees and received more than $10 million in federal obligations to support research and development in the last fiscal year.

(b) Other Doctoral-Granting Universities -- Institutions which awarded doctoral degrees in the most recent year.

(c) Comprehensive Universities -- Institutions which awarded degrees at the baccalaureate and master's level.

(d) General Baccalaureate Universities -- Institutions which awarded degrees at the baccalaureate level in arts and sciences discipline divisions and in some professional areas.

(e) Specialized Institutions -- The North Carolina School of the Arts, which offers programs at the secondary and at the baccalaureate levels in the performing arts.

Two points merit particular note as a preface to these academic program plans. First, they do not purport at this time to present further specific assignments of responsibility in the areas of extension instruction, research, or public service. The basic policies established by the Board of Governors in these areas are set forth in earlier sections of this plan. Pending further planning studies, no additional assignments of responsibility, as they pertain to each institution, are necessary at this time. In subsequent revisions of the long-range plan, each of these areas will be addressed in greater detail.

Second, the academic program plans include listings of authorized degree programs but do not define completely the specific instructional activities that are currently authorized at the institutions. This more complete specification can be found for each institution in the Instructional Program Inventory, A-5-9.

It is important to recognize that the review and evaluation of institutional plans will be a central element in the annual revision of the comprehensive long-range plan. This annual review will establish a means through which The University and each of its constituent institutions can plan appropriate responses to changing needs and opportunities.

Appalachian State University

1. Academic Organization

Appalachian State University is a comprehensive university, offering programs at the baccalaureate, master's, and intermediate level. Its instructional programs are organized in these colleges and professional schools:

- General College
- College of Arts and Sciences
- College of Business
- College of Learning and Human Development
- College of Fine and Applied Arts
- Graduate School

2. Authorized Degree Programs

Appalachian State University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

City, community, and regional planning

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business and commerce, general
Accounting
Banking and finance
Business management and administration
Marketing and purchasing
Secretarial studies
Business economics
Insurance and real estate

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Special education, general
Education of the mentally retarded
Science education (methodology and theory)
Physical education
Driver and safety education

Education (cont'd.)

- Speech correction
- Education of the emotionally disturbed
- Special learning disabilities
- Art education (methodology and theory)
- Music education (methodology and theory)
- Health education (include family life education)
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education

Engineering

No programs authorized

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Music (performing, composition, theory)
- Music (liberal arts program)
- Dramatic arts
- Music merchandising

Foreign Languages

- French
- Spanish

Health Professions

- Health care management
- Speech pathology and audiology
- Medical laboratory technologies

Home Economics

- Home economics, general
- Home decoration and home equipment
- Clothing and textiles
- Institutional management

Law

No programs authorized

Letters

- English, general
- Speech, debate, and forensic science
- Philosophy and religion

Library Science

Library science, general

Mathematics

Mathematics, general
Statistics, mathematical and theoretical

Physical Sciences

Physics, general
Chemistry, general
Geology

Psychology

Psychology, general
Psychology for counseling

Public Affairs and Services

Parks and recreation management

Social Sciences

Social sciences, general
Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

General liberal arts and sciences

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business and commerce, general

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Higher education, general
- Special education, general
- Student personnel (counseling and guidance)
- Educational administration
- Educational supervision
- Reading education (methodology and theory)
- Music education (methodology and theory)
- Science education (methodology and theory)
- Industrial arts, vocational, and technical education
- Health and physical education
- Audio-visual education

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

- French
- Spanish

Health Professions

Speech pathology and audiology

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

Library Science, general

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general
Clinical psychology
Psychology for counseling

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Biological Sciences

Biology, general

Education

Elementary education, general
Higher education, general
Special education, general
Student personnel (counseling and guidance
Educational administration
Educational supervision
Reading education (methodology and theory)
Educational media

3. Authorization to Plan New Programs

Appalachian State University is now authorized to plan the following new programs:

a. Baccalaureate Level

Communications

Communications, general

Education

Reading education (methodology and theory)

Public Affairs and Services

Law enforcement and corrections

b. Master's Level

Business and Management

Accounting

Business management and administration

Education

Art education (methodology and theory)

Driver and safety education

Psychology

School psychology

c. Intermediate (Sixth-Year) Level

Psychology

School psychology

4. Enrollments

Appalachian State University in 1975-76 has an estimated annual enrollment of 7,695 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate 7,045 Graduate 650

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	7,165	685	7,850
1977-78	7,317	683	8,000
1978-79	7,353	697	8,050
1979-80	7,394	716	8,110
1980-81	7,428	732	8,160

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[26] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[26] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

No constituent institution of The University of North Carolina has a geographically-limited educational role. Each institution admits students from all regions of the State and from other states.

Appalachian State University has experienced rapid growth in recent years, and only by close monitoring of its admissions has it reduced the rate of that growth. At the same time, Appalachian State University, by reason of its location in a region of the State otherwise lacking in public senior institutions of higher education, has recognized special responsibilities to serve the people of that region. Examples of this may be found in the relationships that the institution has developed with the public school systems in its region and with the State institutions in Morganton. Through these relations it performs a public service mission and provides for its students valuable training experience in the public schools and in other public agencies.

It is the expectation of the Board of Governors that Appalachian State University will continue to maintain admissions policies designed to effect necessary controls over its enrollment. The Board further looks to Appalachian State University to continue to emphasize its special responsibilities to the region in which it is located.

6. Annual Review of the Long-Range Plan

Beginning in 1976, Appalachian State University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

East Carolina University

1. Academic Organization

East Carolina University is a comprehensive university offering programs at the baccalaureate, master's, intermediate, and first professional levels. Its instructional programs are organized in these colleges and professional schools:

Academic Affairs

General College
College of Arts and Sciences
School of Art
School of Business
School of Education
School of Home Economics
School of Music
School of Technology

Health Affairs

School of Allied Health and Social Professions
School of Medicine
School of Nursing

The Graduate School has general responsibility for post-baccalaureate programs in both Academic Affairs and Health Affairs.

2. Authorized Degree Programs

East Carolina University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

City, community, and regional planning

Area Studies

No programs authorized

Biological Sciences

- Biology, general
- Biochemistry

Business and Management

- Business management and administration
- Secretarial studies

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

- Elementary education, general
- Special education, general
- Art education (methodology and theory)
- Science education (methodology and theory)
- Driver and safety education
- Health education (include family life education)
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education
- Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Art history and appreciation
Music (performing, composition, theory)
Music (liberal arts program)
Dramatic arts
Dance
Community arts management
Music therapy

Foreign Languages

French
German
Spanish

Health Professions

Health professions, general
Nursing
Occupational therapy
Physical therapy
Medical record librarianship
Speech pathology and audiology
Medical laboratory technologies
Environmental health

Home Economics

Home economics, general

Law

No programs authorized

Letters

English, general
Philosophy

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Geology
Applied physics

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services
(other than clinical social work)
Law enforcement and corrections

Social Sciences

Anthropology
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Marine sciences

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Special education, general
Special learning disabilities
Student personnel (counseling and guidance)
Educational administration
Curriculum and instruction
Art education (methodology and theory)
Science education (methodology and theory)
Business, commerce, and distributive education
Industrial arts, vocational, and technical education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (performing, composition, theory)

Foreign Languages

No programs authorized

Health Professions

Speech pathology and audiology
Clinical social work (medical and psychiatric and rehabilitation services)

Home Economics

Home economics, general
Family relations and child development

Law

No programs authorized

Letters

English, general

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Geology

Psychology

Psychology, general
Clinical psychology
School psychology

Public Affairs and Services

Public administration

Social Sciences

History
Geography
Political science and government
Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Education

Educational administration
Curriculum and instruction

d. First Professional Level

Health Professions

Medicine, M.D. degree

3. Authorization to Plan New Programs

East Carolina University is authorized to plan the following new programs during the current planning period, 1976-1981:

a. Baccalaureate Level

No programs authorized

b. Master's Level

Education

Adult and continuing education

Driver and safety education

Health Professions

Nursing

Environmental health

c. Intermediate (Sixth-Year) Level

Biological Sciences

Biology, general

Education

Music education (methodology and theory)

Letters

English, general

Psychology

School psychology

4. Enrollments

East Carolina University in 1975-76 has an estimated annual enrollment of 10,370 full-time equivalent students. This enrollment is distributed by level as follows:

	Undergraduate	Graduate
Academic Affairs	9,254	1,116

Authorized enrollment estimates for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	9,307	1,193	10,500
1977-78	9,434	1,266	10,700
1978-79	9,495	1,325	10,820
1979-80	9,544	1,396	10,940
1980-81	9,602	1,458	11,060

These enrollment levels will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[27] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[27] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

East Carolina University, by reason of its location in an area of the State lacking in other comprehensive State institutions of higher education, enjoys and has capitalized on its special opportunities for service to the people of its area. The relationships that East Carolina University has long had with the public school systems in its area are one example. Another is the extensive concern that institution has shown over many years for improving health care services, especially in the Eastern part of North Carolina.

Through the Nursing School established several years ago, the School of Allied Health and Social Professions, and more recently the School of Medicine, that institution has made a major commitment to education and service in the health care field. While those programs are now oriented to some extent to the needs of the institution's immediate area, it must be anticipated that the graduates of its health and medical programs will find professional employment throughout the State and beyond it. Therefore, these programs constitute not only regional but Statewide resources.

It is the expectation of the Board of Governors that East Carolina University will continue in this responsive role with a special but not limiting concern for the Eastern region of the State. While some growth in other programs of East Carolina University over the next five years is anticipated and provided for in this plan, the institutional commitments in the health care field, and particularly that represented by the School of Medicine, are likely for many years to come to make these fields the predominating growth sector in the institution in terms of resource requirements if not of student enrollments.

6. Annual Review of the Long-Range Plan

Beginning in 1976, East Carolina University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, a report on the status of previously-authorized new program planning, and what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

Elizabeth City State University

1. Academic Organization

Elizabeth City State University is a general baccalaureate institution. Its instructional programs are offered through ten academic departments and a special programs office, that are responsible to the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

Elizabeth City State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Art education (methodology and theory)
- Music education (methodology and theory)
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education
- Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general	Geology

Psychology

No programs authorized

Public Affairs and Services

Law enforcement and corrections

Social Sciences

Social sciences, general	Political science and government
History	Sociology

Interdisciplinary Studies

No programs authorized

3. Authorization to Plan New Programs

Elizabeth City State University is now authorized to plan the following new programs at the baccalaureate level:

Biological Sciences

Ecology

Education

Special education, general

Reading education (methodology and theory)

Health Professions

Medical laboratory technologies

Psychology

Psychology, general

4. Enrollment

Elizabeth City State University in 1975-76 has an estimated annual enrollment of 1,548 full-time equivalent students. This enrollment is all at the undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate
1976-77	1,500
1977-78	1,610
1978-79	1,690
1979-80	1,770
1980-81	1,860

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[28] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[28] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

Elizabeth City State University's location in a sparsely-populated region of the State indicates the priorities for the future development of the institution. Attention should be directed, first, to the strengthening of undergraduate programs. Considerable diversification of the undergraduate curriculum has been accomplished in recent years, particularly by the addition of programs in business and in the social sciences, but teacher education is still the largest component of the curriculum. Priority should be given to strengthening programs in teacher education that provide a needed service to the region. Program planning and evaluation should insure effective working relationships between Elizabeth City State University and the College of the Albemarle. Moreover, in view of the rapid growth in its enrollment, Elizabeth City State University should for the present planning period place emphasis upon strengthening the institution's programs rather than upon additional expansion.

6. Annual Review of the Long-Range Plan

Beginning in 1976, Elizabeth City State University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what major changes are requested in the academic organization of the institution.

In 1976, upon completion of the study of the predominantly black constituent institutions required under the terms of the desegregation plan, this mission statement will again be reviewed and appropriate amendments adopted by the Board of Governors.

Fayetteville State University

1. Academic Organization

Fayetteville State University is a general baccalaureate institution. The curriculum and size of Fayetteville State University have not necessitated the establishment of separate schools or colleges. Instructional programs are organized under three divisions: arts and sciences, business and economics, and education. Each division head reports to the Vice Chancellor for Academic Affairs.

Fayetteville State University has the further responsibility for providing all undergraduate instruction in the educational center at Fort Bragg. The Dean of the Fort Bragg Center exercises administrative responsibility for that program under the direction of the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

Fayetteville State University is authorized to confer the associate degree at the Fort Bragg Center in those areas set out in Appendix A-5-12, and to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Music education (methodology and theory)
Business, commerce, and distributive education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Dramatic arts

Foreign Languages

French

Health Professions

Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Political science and government
Sociology
Afro-American (black culture) studies

Interdisciplinary Studies

No programs authorized

3. Authorization to Plan New Programs

Fayetteville State University is now authorized to plan the following new programs at the baccalaureate level:

Education

- Special education, general

Social Sciences

- Economics
- Geography

4. Enrollment

Fayetteville State University in 1975-76 has an estimated annual enrollment of 1,990 full-time equivalent students. All enrollment is at the undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate
1976-77	2,030
1977-78	2,090
1978-79	2,150
1979-80	2,210
1980-81	2,260

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[29] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[29] These studies are those called for in The Revised North Carolina Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

Fayetteville State University shall continue to have responsibility for undergraduate instruction at the Fort Bragg Center and to assist in providing administrative support for the operation of graduate programs there by East Carolina University and North Carolina State University at Raleigh.

In its proposed five-year plan, Fayetteville State University assigned high priority to the establishment of new programs at the master's level. The Board of Governors concurs in the need to develop necessary strengths at Fayetteville State University so that it can play a more significant role in improving higher education opportunities in that region of the State. There is a particular need to develop at Fayetteville State University stronger resources to serve the public schools. The Board therefore asks that planning begin promptly to establish inter-institutional cooperative arrangements between Fayetteville State University and one or more graduate level constituent institutions through which master's level work in Education can be offered in Education. The existing resources of Fayetteville State University should be utilized to the extent feasible in these arrangements, through adjunct faculty appointments, administrative support, and other appropriate means. The Board asks the President to take necessary steps to implement these arrangements.

Consistent with the obligations and commitments assumed under the State plan for the elimination of racial duality, Fayetteville State University should coordinate its planning to serve the special needs of that region with Pembroke State University. The President will provide necessary assistance in this cooperative planning between these two institutions.

6. Annual Review of the Long-Range Plan

Beginning in 1976, Fayetteville State University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what major changes are requested in the academic organization of the institution.

In 1976, upon completion of the study of the predominantly black constituent institutions required under the terms of the desegregation plan, this mission statement will again be reviewed and appropriate amendments adopted by the Board of Governors.

North Carolina Agricultural and Technical State University

1. Academic Organization

North Carolina Agricultural and Technical State University is a comprehensive university, offering degrees at the baccalaureate and master's level. One of the State's two land-grant institutions, its instructional programs are organized in these colleges or professional schools:

- School of Agriculture
- School of Arts and Sciences
- School of Business and Economics
- School of Education
- School of Engineering
- School of Nursing
- School of Graduate Studies

2. Authorized Degree Programs[30]

North Carolina Agricultural and Technical State University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

Agriculture, general
Agricultural economics
Agricultural business
Food science and technology
Agriculture and forestry technologies
Agricultural science

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting
Business management and administration
Secretarial studies
Business economics

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Art education (methodology and theory)
Music education (methodology and theory)
Driver and safety education
Business, commerce, and distributive education
Industrial arts, vocational, and technical education
Health and physical education

---

[30] Currently-authorized associate degree programs at North Carolina Agricultural and Technical State University are listed in Table A-5-12.

Engineering

- Agricultural engineering
- Architectural engineering
- Electrical, electronics, and communications engineering
- Mechanical engineering
- Engineering physics
- Engineering technologies

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Music (liberal arts program)
- Dramatic Arts
- Professional theatre

Foreign Languages

- French

Health Professions

- Nursing

Home Economics

- Home economics, general
- Clothing and textiles
- Family relations and child development
- Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

- English, general
- Speech, debate, and forensic science

Library Science

No programs authorized

Mathematics

- Mathematics, general

Physical Sciences

- Physics, general
- Chemistry, general

Psychology

- Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)

Social Sciences

Social sciences, general
History
Political science and government
Sociology

Interdisciplinary Studies

Engineering mathematics

b. Master's Level

Agriculture and Natural Resources

Agriculture, general

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

No programs authorized

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Education, general
- Elementary education, general
- Student personnel (counseling and guidance)
- Educational administration
- Educational supervision
- Reading education (methodology and theory)
- Art education (methodology and theory)
- Science education (methodology and theory)
- Physical education
- Driver and safety education
- Industrial arts, vocational, and technical education
- Health and physical education
- Audio-visual education

Engineering

Engineering, general

Fine and Applied Arts

No programs authorized

Foreign Languages

French

Health Professions

No programs authorized

Home Economics

Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

No programs authorized

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general History

Interdisciplinary Studies

No programs authorized

3. Authorizations to Plan New Programs

North Carolina Agricultural and Technical State University is now authorized to plan the following new programs:

a. Baccalaureate Level

Architecture and Environmental Design

Landscape architecture

Business and Management

Transportation and public utilities

Education

Junior high school education

Reading education (methodology and theory)

Engineering

Industrial engineering

b. Master's Level

Education

Adult and continuing education

Letters

Literature, English

4. Enrollments

North Carolina Agricultural and Technical State University in 1975-76 has an estimated annual enrollment of 4,715 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate	4,190	Graduate	525

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	4,390	560	4,950
1977-78	4,636	614	5,250
1978-79	4,916	634	5,550
1979-80	5,197	713	5,910
1980-81	5,549	721	6,270

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[31] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[31] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

North Carolina Agricultural and Technical State University should give particular attention to strengthening its programs in agriculture, in engineering, and in related fields. There is limited duplication in program offerings in these discipline divisions within The University of North Carolina. The institution can, by strengthening its programs in scientific and technological fields, enhance its attraction to students of all races.

The Board of Governors attaches particular importance also in the immediate future to the need to develop cooperative arrangements with other schools of nursing in The University whereby the nursing program at North Carolina Agricultural and Technical State University may be strengthened in faculty, curriculum, and educational and clinical resources.

In keeping with the objectives of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems, North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro shall work jointly to insure that the resources of both institutions are organized to serve effectively the metropolitan area in which they are located. Priority shall be given to cooperative efforts between the schools of nursing at the two institutions. Proposals by either institution for new programs that would duplicate existing programs at the other campuses will be subject to special scrutiny by the Board of Governors. Further, review of existing programs in both institutions shall be conducted cooperatively in those instances where the same degree program is offered on both campuses, to insure that duplication of programs is warranted and does not serve to impede progress toward the elimination of racial duality.

As a part of its action in December, 1974, establishing a School of Veterinary Medicine at North Carolina State University at Raleigh, contingent on adequate legislative funding, the Board of Governors directed the Chancellors of that institution and of North Carolina Agricultural and Technical State University to

> examine and report to the Board on the feasibility, cost, benefits, and their recommendations for locating at North Carolina Agricultural and Technical State University a related activity that would complement the school of veterinary medicine in its educational and service roles and enable the fuller utilization of the capacities of North Carolina Agricultural and Technical State University to contribute to the health and productivity of the animal population of the State.[32]

---

[32] Veterinary Medical Education in North Carolina. A Special Report to the General Assembly of North Carolina by the Board of Governors of The University of North Carolina (1974), p. 45.

6. Annual Review of the Long-Range Plan

Beginning in 1976, North Carolina Agricultural and Technical State University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

In 1976, upon completion of the study of the predominantly black constituent institutions required under the terms of the desegregation plan, this mission statement will again be reviewed and appropriate amendments adopted by the Board of Governors.

North Carolina Central University

1. Academic Organization

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's, and first professional levels. Its instructional programs are organized in these colleges and professional schools:

- College of Arts and Sciences
- School of Business
- School of Law
- School of Library Science
- Graduate School

2. Authorized Degree Programs

North Carolina Central University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting
Business management and administration
Business economics

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Junior and community college education
Physical education
Health education (include family life education)
Business, commerce, and distributive education
Recreation education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (liberal arts program)
Dramatic arts

Foreign Languages

- French
- German
- Spanish

Health Professions

- Nursing

Home Economics

- Home economics, general
- Clothing and textiles
- Foods and nutrition (include dietetics)

Law

- No programs authorized

Letters

- English, general
- Philosophy

Library Science

- No programs authorized

Mathematics

- Mathematics, general

Physical Sciences

- Physics, general
- Chemistry, general

Psychology

- Psychology, general

Public Affairs and Services

- Law enforcement and corrections

Social Sciences

- Social sciences, general
- History
- Geography
- Political science and government
- Sociology
- Afro-American (black culture) studies

Interdisciplinary Studies

- No programs authorized

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Education of the mentally retarded
Speech correction
Education of the emotionally disturbed
Student personnel (counseling and guidance)
Educational administration
Educational supervision
Physical education
Business, commerce, and distributive education
Recreation education
Educational media

Engineering

No programs authorized

Fine and Applied Arts

Music (liberal arts program)

Foreign Languages

French

Health Professions

Public health

Home Economics

Home economics, general

Law

No programs authorized

Letters

English, general

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

History
Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

No programs authorized

d. First Professional Level

Law

Law, general

3. Authorization to Plan New Programs

North Carolina Central University is now authorized to plan the following new program at the baccalaureate level:

Fine and Applied Arts

Music history and appreciation (musicology)

4. Enrollments

North Carolina Central University has an estimated annual enrollment of 4,359 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate 3,746 Graduate 613

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	3945	665	4610
1977-78	4169	721	4890
1978-79	4392	778	5170
1979-80	4594	836	5430
1980-81	4821	909	5730

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[33] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[33] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

In its proposed institutional five-year plan, North Carolina Central University has requested authorization to plan only one new degree program. It has chosen to place emphasis on strengthening its existing programs at the baccalaureate, master's and first professional level.

The Board of Governors concurs in this determination of priorities. It calls upon North Carolina Central University to place particular emphasis in the immediate future on strengthening the School of Law and the Department of Nursing (a unit in the undergraduate College of Arts and Sciences). The needed improvements in those two fields also will place high priority claims on the resources of the institution for several years. Strong professional programs in these fields will benefit the entire institution, however, and they will contribute significantly to the realization of the declared objectives of the plan to eliminate racial duality in public higher education.

6. Annual Review of the Long-Range Plan

Beginning in 1976, North Carolina Central University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

In 1976, upon completion of the study of the predominantly black constituent institutions required under the terms of the desegregation plan, this mission statement will again be reviewed and appropriate amendments adopted by the Board of Governors.

North Carolina School of the Arts

1. Academic Organization

The North Carolina School of the Arts is a specialized institution offering instruction to high school students and to undergraduate students through these schools:

School of Dance	School of Drama
School of Design and Production	School of Music

The Academic Studies Division provides courses of instruction at both the high school and college level in English, foreign languages, mathematics, philosophy, the social sciences, and science.

2. Authorized Degree Programs

The North Carolina School of the Arts offers the high school diploma, and the Bachelor of Fine Arts and the Bachelor of Music degrees. The Schools of Dance, Design and Production, Drama, and Music also confer Certificates of Proficiency.

3. Authorization to Plan New Programs

The North Carolina School of the Arts has been authorized to establish a fifth-year program in film, television, and recording in performing arts for students in the Bachelor of Fine Arts and Bachelor of Music degree programs.

4. Enrollment

The North Carolina School of the Arts in 1975-76 has an estimated annual enrollment of 550 full-time equivalent students. This enrollment is at the secondary and undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	High School	Undergraduate	Total
1976-77	195	375	570
1977-78	195	385	580
1978-79	195	390	585
1979-80	190	400	590
1980-81	200	400	600

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution.

5. Special Responsibilities

The unique mission of The North Carolina School of the Arts is clearly set forth in the statute providing for its establishment:

> The primary purpose of the school shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, the dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts. The said school may also offer high school and college instruction in academic subjects, and such other programs as are deemed necessary to meet the needs of its students and of the State, consistent with appropriations made and gifts received therefor, and may cooperate, if it chooses, with other schools which provide such courses of instruction. The school, on occasion, may accept elementary grade school students of rare talent, and shall arrange for such students, in cooperation with an elementary school, a suitable educational program. (N.C.G.S. 116-69)

In establishing The North Carolina School of the Arts, the General Assembly declared the policy of the State to be "to foster, encourage and promote, and to provide assistance for, the cultural development of the citizens of North Carolina . . . ." The School therefore provides an extensive program of exhibitions and performances in accordance with that policy and as a major element in the professional training of its students.

The Board of Governors endorses the efforts of the School to increase its enrollment of qualified North Carolina residents. It recommends that the School seek, through the Southern Regional Education Board or other appropriate agencies, to broaden its service to the Southern region by contractual or other arrangements. It further calls upon the School to evaluate during 1976 its supporting academic programs at both the high school and collegiate levels, in the light of its statutory mission.

6. Annual Review of the Long-Range Plan

Beginning in 1976, The North Carolina School of the Arts shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revision shall also specify what major changes are requested in the academic organization of the institution.

North Carolina State University at Raleigh

1. Academic Organization

North Carolina State University at Raleigh is a major research university, offering degrees at the baccalaureate, master's, and doctoral levels. One of the State's two land-grant institutions, its instructional programs are organized in these colleges and professional schools:

- School of Agriculture and Life Sciences
- School of Design
- School of Education
- School of Engineering
- School of Forest Resources
- School of Liberal Arts
- School of Physical and Mathematical Sciences
- School of Textiles
- Graduate School

2. Authorized Degree Programs[34]

North Carolina State University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

- Agronomy (field crops, and crop management)
- Soils science (management and conservation)
- Animal science (husbandry)
- Poultry science
- Horticulture (fruit and vegetable production)
- Agricultural economics
- Food science and technology
- Forestry
- Natural resources management
- Agriculture and forestry technologies

Architecture and Environmental Design

- Environmental design, general
- Landscape architecture
- Product design

Area Studies

No programs authorized

Biological Sciences

- Biology, general
- Botany, general
- Zoology, general
- Microbiology
- Biochemistry
- Entomology
- Nutrition, scientific (excludes nutrition in home economics and dietetics)
- Pest management for crop protection
- Wildlife biology

Business and Management

- Accounting
- Business management and administration

Communications

No programs authorized

---

[34] Through the Agricultural Institute, North Carolina State University at Raleigh is also authorized to offer the associate in applied science. A list of these programs is in Appendix A-5-12.

Computer and Information Sciences

Computer and information sciences, general

Education

Secondary education, general
Mathematics education (methodology and theory)
Science education (methodology and theory)
Industrial arts, vocational, and technical education
Agricultural education

Engineering

Engineering, general
Aerospace, aeronautical and astronautical engineering
Chemical engineering (includes petroleum refining)
Civil, construction, and transportation engineering
Electrical, electronics, and communications engineering
Mechanical engineering
Industrial and management engineering
Materials engineering
Nuclear engineering
Engineering mechanics
Textile technology
Biological and agricultural engineering
Furniture manufacturing and management

Fine and Applied Arts

No programs authorized

Foreign Languages

French
Spanish

Health Professions

Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Speech, debate, and forensic science
Creative writing
Philosophy

Library Science

No programs authorized

Mathematics

- Mathematics, general
- Statistics, mathematical and theoretical

Physical Sciences

- Physics, general
- Chemistry, general
- Atmospheric sciences and meteorology
- Geology
- Textile chemistry

Psychology

- Psychology, general

Public Affairs and Services

- Parks and recreation management
- Law enforcement and corrections

Social Sciences

- Social sciences, general
- Economics
- History
- Political science and government
- Sociology
- Rural sociology

Interdisciplinary Studies

- Biological and physical sciences
- Humanities and social sciences

b. Master's Level

Agriculture and Natural Resources

- Agriculture, general
- Agronomy (field crops, and crop management)
- Soils science (management and conservation)
- Animal science (husbandry)
- Poultry science
- Horticulture (fruit and vegetable production)
- Agricultural economics
- Food science and technology
- Forestry
- Agriculture and forestry technologies

Architecture and Environmental Design

- Architecture
- Landscape architecture
- Urban architecture
- Product design

Area Studies

No programs authorized

Biological Sciences

- Botany, general
- Plant pathology
- Zoology, general
- Physiology, human and animal
- Microbiology
- Biochemistry
- Ecology
- Entomology
- Genetics
- Nutrition, scientific (excludes nutrition in home economics and dietetics
- Biomathematics
- Wildlife biology

Business and Management

- Operations research

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Adult and continuing education
- Special education, general
- Student personnel (counseling and guidance)
- Curriculum and instruction
- Mathematics education (methodology and theory)
- Science education (methodology and theory)
- Industrial arts, vocational, and technical education
- Agricultural education
- Educational administration and supervision

Engineering

- Engineering, general
- Chemical engineering (include petroleum refining)
- Civil, construction, and transportation engineering
- Electrical, electronics, and communications engineering
- Mechanical engineering
- Industrial and management engineering
- Materials engineering
- Nuclear engineering
- Engineering mechanics
- Textile technology
- Biological and agricultural engineering

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

Literature, English

Library Science

No programs authorized

Mathematics

Mathematics, general
Statistics, mathematical and theoretical

Applied mathematics

Physical Sciences

Physics, general
Chemistry, general

Geology
Textile chemistry

Psychology

Psychology, general

Public Affairs and Services

Community services, general

Parks and recreation management

Social Sciences

- Economics
- History
- Political science and government
- Sociology
- Rural sociology

Interdisciplinary Studies

- Biological and physical sciences
- Marine sciences
- International development

c. Intermediate (Sixth-Year) Level

No programs authorized

d. First Professional Level

No programs authorized

e. Doctoral Level

Agriculture and Natural Resources

- Agronomy (field crops, and crop management)
- Soils science (management and conservation
- Animal science (husbandry)
- Horticulture (fruit and vegetable production)
- Food science and technology
- Forestry
- Agriculture and forestry technologies

Biological Sciences

- Botany, general
- Plant pathology
- Zoology, general
- Physiology, human and animal
- Microbiology
- Biochemistry
- Entomology
- Genetics
- Nutrition, scientific (excludes nutrition in home economics and dietetics)
- Biomathematics

Business and Management

- Operations research

Education

- Adult and continuing education
- Student personnel (counseling and guidance)
- Curriculum and instruction
- Mathematics education (methodology and theory)
- Science education (methodology and theory)
- Industrial arts, vocational, and technical education
- Educational administration and supervision

Engineering

- Chemical engineering (include petroleum refining)
- Civil, construction, and transportation engineering
- Electrical, electronics, and communications engineering
- Mechanical engineering
- Industrial and management engineering
- Materials engineering
- Nuclear engineering
- Engineering mechanics
- Biological and agricultural engineering

Mathematics

- Mathematics, general
- Statistics, mathematical and theoretical
- Applied mathematics

Physical Sciences

- Physics, general
- Chemistry, general
- Fiber and polymer science

Psychology

- Psychology, general

Social Sciences

- Economics
- Sociology

Interdisciplinary Studies

- Marine sciences

3. Authorization to Plan New Programs

North Carolina State University is now authorized to plan the following new programs:

a. Baccalaureate Level

Public Affairs and Services

Social work

b. Master's Level

Business and Management

Business management and administration

Computer and Information Sciences

Computer and information sciences, general

Physical Sciences

Atmospheric sciences and meteorology

c. First Professional Level

Doctor of Veterinary Medicine

d. Doctoral Level

No programs authorized

4. Enrollments

North Carolina State University has an estimated annual enrollment of 14,768 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate 12,534 Graduate 2,234

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	12,570	2,390	14,960
1977-78	12,675	2,545	15,220
1978-79	12,791	2,689	15,480
1979-80	12,909	2,831	15,740
1980-81	13,201	2,899	16,100

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[35] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[35] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

North Carolina State University at Raleigh is the State's largest land-grant institution. In that capacity it has unique Statewide responsibilities that are met through the Agricultural Experiment Station, the Agricultural Extension Service, and the Industrial Extension Service. Its schools of Agriculture and Life Sciences and of Engineering are the only professional schools in The University offering programs at the doctoral level in these discipline divisions, and they contain the largest concentration of such programs at the baccalaureate and master's level. Its schools of Design, Forest Resources, and Textiles are unique in The University.

The Board of Governors declares as one of its planning objectives the continued development of North Carolina State University at Raleigh as a major research university, with special responsibility for programs at the doctoral level in those areas in which its program offerings are unique. In recent years North Carolina State University has diversified its programs considerably, and major growth has occurred in its programs in the liberal arts and in education. The primary mission of North Carolina State University at Raleigh is, and must remain, scientific and technological education and research. Programs in education and in the liberal arts are widely available across The University. Enrollment projections and all institutional planning at North Carolina State University should, therefore, be predicated upon an emphasis on the development of those schools and programs that are unique to the institution or which are duplicated only to a limited extent within The University.

As a part of its action in December, 1974, establishing a School of Veterinary Medicine at North Carolina State University at Raleigh, contingent on adequate legislative funding, the Board of Governors directed the

Chancellors of that institution and of North Carolina Agricultural and Technical State University to

> examine and report to the Board on the feasibility, cost, benefits, and their recommendations for locating at North Carolina Agricultural and Technical State University a related activity that would complement the school of veterinary medicine in its educational and service roles and enable the fuller utilization of the capacities of North Carolina Agricultural and Technical State University to contribute to the health and productivity of the animal population of the State.[36]

Fully consistent with the objectives and commitments of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems, North Carolina State University at Raleigh shall work to expand its cooperative relationships in agriculture and in engineering with North Carolina Agricultural and Technical State University.

---

[36] Veterinary Medical Education in North Carolina. A Special Report to the General Assembly of North Carolina by the Board of Governors of The University of North Carolina (1974), p. 45.

6. Annual Review of the Long-Range Plan

Beginning in 1976, North Carolina State University at Raleigh shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

Pembroke State University

1. Academic Organization

Pembroke State University is a general baccalaureate institution. Its curriculum and size have not necessitated the establishment of separate colleges or schools. Instructional programs are organized in 18 academic departments, and heads of departments report to the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

Pembroke State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Art education (methodology and theory)
Music education (methodology and theory
Business, commerce, and distributive education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (liberal arts program)

Foreign Languages

French
Spanish

Health Professions

Medical laboratory technologies

Home Economics

Home Economics, general

Law

No programs authorized

Letters

English, general
Philosophy and religion

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Economics
History
Political science and government
Sociology

Interdisciplinary Studies

Applied science technologies

3. Authorization to Plan New Programs

Pembroke State University is now authorized to plan the following new programs at the baccalaureate level:

Education

Special education, general

Reading education (methodology and theory)

4. Enrollment

Pembroke State University in 1975-76 has an estimated annual enrollment of 1,962 full-time equivalent students. All enrollment is at the undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate
1976-77	1,960
1977-78	2,020
1978-79	2,060
1979-80	2,090
1980-81	2,120

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[37] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[37] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

In its proposed five-year plan, Pembroke State University assigned highest priority to the need to plan for the development of programs at the master's level in education.

The Board of Governors concurs in the need to develop necessary strengths at the institution so that Pembroke State University can play a significant part in serving the needs of the public schools in that region of the State, and in assisting in the improvement of the quality of public education. The Board therefore asks that planning begin promptly to establish inter-institutional cooperative arrangements between Pembroke State University and one or more graduate level constituent institutions, through which master's level work in education can be offered on the Pembroke campus. The existing resources of Pembroke State University should be utilized to the extent feasible in these arrangements, through adjunct faculty appointments, administrative support, and other appropriate means. The Board asks the President to take necessary steps to implement these arrangements.

Consistent with the obligations and commitments assumed under the State plan for the elimination of racial duality, Pembroke State University should coordinate its planning to serve these special needs of the region with Fayetteville State University. The President will provide necessary assistance in this cooperative planning between these two institutions.

6. Annual Review of the Long-Range Plan

Beginning in 1976, Pembroke State University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what major changes are requested in the academic organization of the institution.

The University of North Carolina at Asheville

1. Academic Organization

The University of North Carolina at Asheville is a general baccalaureate institution with its instructional program organized in 16 academic departments. Its curriculum and size have not necessitated the establishment of separate schools. All academic department heads now report directly to the Vice Chancellor for Academic Affairs.

This long-range plan assigns expanded responsibilities to the institution in two areas. These responsibilities may require in the near future some expansion in the administrative organization for academic affairs.

2. Authorized Degree Programs

The University of North Carolina at Asheville is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

No programs authorized

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture) Dramatic Arts

Foreign Languages

French
German
Spanish
Latin

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Literature, English
Classics
Philosophy
Literature and classics

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
Economics
History
Political science and government
Sociology
Behavioral analysis
Behavioral analysis of historical epochs
Political science and sociology

Interdisciplinary Studies

- Political science and philosophy
- History and classics
- Literature and drama

3. Authorization to Plan New Programs

The University of North Carolina at Asheville is not now authorized to plan any new degree programs.

4. Enrollment

The University of North Carolina at Asheville in 1975-76 has an estimated annual enrollment of 1,212 full-time equivalent students. All enrollment is at the undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate
1976-77	1,250
1977-78	1,360
1978-79	1,470
1979-80	1,580
1980-81	1,690

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions, or other changes in the authorized mission of the institution. Moreover, special studies[38] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[38] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

Throughout its history as a four-year institution, The University of North Carolina at Asheville has had as its primary objective "to provide for serious and able students a liberal education of high quality." Its curriculum, faculty, library, and other resources have been developed over the years in accordance with that initial "Statement of Aims and Objectives." Its entering class has consistently had an average SAT composite score higher than the national average, and more than 70 per cent of its faculty has the doctor's degree.

In 1973, as it began its initial long-range planning in the context of the new organization of public senior higher education in North Carolina, the institution committed itself to a diversification of its programs and to a greater emphasis upon serving the population of the Asheville area. Two steps have already been taken toward these objectives. First, a Bachelor of Science in Management has been initiated. Second, arrangements were made by mutual agreement between the Chancellors, reached in 1974, to move the programs previously offered by Western Carolina University at the Oteen Center to the campus of The University of North Carolina at Asheville, and responsibility for specified portions of that instruction has been assumed by the latter institution.

The Board of Governors finds that expansion and diversification of The University of North Carolina at Asheville are important and necessary steps. Such action will serve to increase access to higher education opportunities in the Asheville area. This will permit a more effective utilization of the human and physical resources of the Asheville campus and enable that institution to achieve greater economies of scale in its operations.

The Board recognizes also that it is necessary that these steps be taken in such a manner as to insure that there is no unnecessary duplication in programs and resources between The University of North Carolina at Asheville and Western Carolina University at Cullowhee. Both institutions, by working in concert, can more effectively and efficiently serve the needs of the region. The Board notes, for example, that The University of North Carolina at Asheville requested authorization to establish a baccalaureate program in nursing. Such a program exists at Western Carolina University. The program at Western Carolina is dependent, however, upon the clinical resources in the city of Asheville. Accordingly, in its plan for the development of nursing education, the Board has called upon the two institutions to work cooperatively in the further development of the Western Carolina program rather than to establish a duplicative program in Asheville. The relationship will be mutually beneficial. In view of the great concentration of health care facilities and resources in the Asheville area, and the development there of the Area Health Education Center program, the Board looks to the further development of cooperative programs in the health field between the two institutions in the future. This matter will be addressed in detail in the study of health education programs to be conducted in 1976.

In other areas of instruction, the Board of Governors assigns these responsibilities to The University of North Carolina at Asheville.

(1) In the joint program operated on the Asheville campus by that institution and Western Carolina University, courses offered in the present curriculum of The University of North Carolina at Asheville

should be utlized to the extent possible in programs offered by Western Carolina University. The two institutions shall make necessary arrangements for the joint planning and scheduling of course offerings so that both can avoid unnecessary duplication, and for the transfer of credit.

(2) In programs at the graduate level, joint arrangements between Western Carolina University and The University of North Carolina at Asheville should be developed so that faculty members of both institutions will participate in instructional programs for secondary teachers and other students in appropriate discipline specialties. These arrangements can be made through adjunct appointments of members of the faculty of The University of North Carolina at Asheville to the faculty of Western Carolina University and vice versa.

The Board of Governors calls upon the President to provide whatever assistance and support may be needed to facilitate these joint arrangements, and to report periodically to the Board's Committee on Educational Planning, Policies, and Programs on the progress being made.

6. Annual Review of the Long-Range Plan

Beginning in 1976, The University of North Carolina at Asheville shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, and what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what major changes are requested in the academic organization of the institution.

The University of North Carolina at Chapel Hill

1. Academic Organization

The University of North Carolina at Chapel Hill is a major research university, offering programs at the baccalaureate, master's, intermediate, first professional, and doctoral levels. Its instructional programs are offered through the Division of Academic Affairs and the Division of Health Affairs. These Divisions contain the following colleges and professional schools:

Division of Academic Affairs

- General College
- College of Arts and Sciences
- School of Business Administration
- School of Education
- School of Journalism
- School of Law
- School of Library Science
- School of Social Work

Division of Health Affairs

- School of Dentistry
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Public Health

The Graduate School has responsibility for graduate level programs in both Divisions.

2. Authorized Degree Programs[39]

The University of North Carolina at Chapel Hill is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

African studies
Latin American studies
American studies
International studies

Biological Sciences

Biology, general
Botany, general
Bacteriology
Zoology, general

Business Management

Accounting
Business management and administration
Labor and industrial relations

Communications

Journalism (printed media)
Radio/television/motion pictures

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Special education, general
Speech correction
Art education (methodology and theory)
Music education (methodology and theory)
Science education (methodology and theory)
Physical education
Health education (include family life education)

---

[39] The University of North Carolina at Chapel Hill offers a number of certificate programs in health and allied health professions. These are listed in Appendix A-5-12.

Engineering

No programs authorized

Fine and Applied Arts

Fine arts, general
Art (painting, drawing, sculpture)
Art history and appreciation
Music (performing, composition, theory)
Music (liberal arts program)
Dramatic arts

Foreign Languages

French
German
Spanish
Russian
Latin
Greek, classical
Portugese

Health Professions

Nursing
Pharmacy
Physical therapy
Dental hygiene
Medical laboratory technologies
Radiologic technologies
Special pre-professional, medicine
Dental auxiliary teacher education
Special pre-professional, dentistry

Home Economics

No programs authorized

Law

Special pre-professional, law

Letters

English, general
Comparative literature
Linguistics (includes phonetics, semantics, and philology)
Speech, debate, and forensic science
Philosophy
Religious studies (excludes theological professions)

Library Science

No programs authorized

Mathematics

Mathematics, general
Statistics, mathematical and theoretical
Applied mathematics
Decision methods

Physical Sciences

- Physics, general
- Chemistry, general
- Geology

Psychology

- Psychology, general

Public Affairs and Services

- Parks and recreation management
- Administration of criminal justice

Social Sciences

- Social sciences, general
- Anthropology
- Archaeology
- Economics
- History
- Geography
- Political science and government
- Sociology
- Afro-American (black culture) studies
- Urban studies

Interdisciplinary Studies

- General liberal arts and sciences
- Peace, war and defense

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

- City, community, and regional planning

Area Studies

No programs authorized

Biological Sciences

- Biology, general
- Botany, general
- Bacteriology
- Zoology, general
- Pathology, human and animal
- Pharmacology, human and animal
- Physiology, human and animal
- Anatomy
- Biochemistry
- Biometrics and biostatistics
- Ecology
- Genetics
- Nutrition, scientific (excludes nutrition in home economics and dietetics)
- Parasitology

Business and Management

Business management and administration
Operations research

Communications

Journalism (printed media)
Radio/television/motion pictures

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Higher education, general
Special education, general
Social foundations (history and philosophy of education)
Educational psychology (include learning theory)
Student personnel (counseling and guidance)
Curriculum and instruction
Reading education (methodology and theory)
Art education (methodology and theory)
Music education (methodology and theory)
Physical education
Business, commerce, and distributive education
Educational administration and supervision
Student personnel services in higher education
Educational media

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Art history and appreciation
Music (performing, composition, theory)
Music (liberal arts program)
Dramatic arts

Foreign Languages

French
German
Spanish
Latin
Slavic languages (including Russian)
Germanic languages
Romance languages

Health Professions

Nursing
Dental specialties
Pharmacy
Physical therapy
Public health
Speech pathology and audiology
Clinical social work (medical and psychiatric and rehabilitation services)
Environmental sciences and engineering
Health administration
Health education
Public health nursing
Maternal and child health
Mental health
Epidemiology

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Comparative literature
Classics
Linguistics (include phonetics, semantics, and philology)
Speech, debate, and forensic science
Philosophy
Religious studies (exclude theological professions)
Folklore

Library Science

Library science, general

Mathematics

Mathematics, general
Statistics, mathematical and theoretical

Physical Sciences

Physical sciences, general
Physics, general
Chemistry, general
Inorganic chemistry
Organic chemistry
Physical chemistry
Analytical chemistry
Geology
Biological chemistry

Psychology

Psychology, general
Experimental psychology (animal and human)
Clinical psychology
Social psychology
Psychometrics
Developmental psychology
School psychology

Public Affairs and Services

- Public administration
- Parks and recreation management
- Social work and helping services (other than clinical social work)

Social Sciences

- Anthropology
- Economics
- History
- Geography
- Political science and government
- Sociology
- International relations

Interdisciplinary Studies

- Biomedical sciences and mathematics
- Marine sciences

c. Intermediate (Sixth-Year) Level

Education

- Educational administration and supervision

Fine and Applied Arts

- Dramatic arts

Psychology

- School psychology

d. First Professional Level

Health Professions

- Dentistry, D.D.S. degree
- Medicine, M.D. degree

Law

- Law, general

e. Doctoral Level

Architecture and Environmental Design

- City, community, and regional planning

Biological Sciences

- Botany, general
- Bacteriology
- Zoology, general
- Pathology, human and animal
- Pharmacology, human and animal
- Physiology, human and animal
- Anatomy
- Biochemistry
- Biometrics and biostatistics
- Ecology
- Genetics
- Neurosciences
- Parasitology

Business and Management

- Business management and administration
- Operations research

Communications

- Mass communications research

Computer and Information Sciences

- Computer and information sciences, general

Education

- Elementary education, general
- Higher education, general
- Special education, general
- Social foundations (history and philosophy of education)
- Educational psychology (include learning theory)
- Student personnel (counseling and guidance)
- Curriculum and instruction
- Educational administration and supervision

Fine and Applied Arts

- Art history and appreciation
- Music (liberal arts program)

Foreign Languages

- Slavic languages (including Russian)
- Germanic languages
- Romance languages

Health Professions

- Pharmacy
- Environmental health and engineering
- Health administration
- Health education
- Maternal and child health
- Mental health
- Epidemiology

Letters

- English, general
- Comparative literature
- Classics
- Linguistics, (includes phonetics semantics, and philology)
- Philosophy

Mathematics

- Mathematics, general
- Statistics, mathematical and theoretical

Physical Sciences

- Physics, general
- Inorganic chemistry
- Organic chemistry
- Physical chemistry
- Analytical chemistry
- Geology
- Biological chemistry

Psychology

- Psychology, general
- Experimental psychology (animal and human)
- Clinical psychology
- Social psychology
- Psychometrics
- Developmental psychology

Social Sciences

- Anthropology
- Economics
- History
- Geography
- Political science and government
- Sociology

Interdisciplinary Studies

- Biomedical sciences and mathematics
- Marine sciences

3. Authorization to Plan New Programs

The University of North Carolina at Chapel Hill is now authorized to plan the following new programs:

a. Baccalaureate Level

Health Professions

Public health

b. Master's Level

No programs authorized

c. Intermediate (Sixth-Year) Level

No programs authorized

d. First Professional Level

No programs authorized

e. Doctoral Level

Biological Sciences

Nutrition

Health Professions

Speech pathology and audiology

Library Science

Library science, general

Psychology

School psychology

4. Enrollments

The University of North Carolina at Chapel Hill has an estimated annual enrollment of 19,292 full-time equivalent students. This enrollment is distributed by level and by division as follows:

	Undergraduate	Graduate
Academic Affairs	12,165	3,320
Health Sciences	1,277	2,530

Authorized enrollment projections for the current planning period are as follows (in full-time equivalent students):

Academic Affairs

	Undergraduate	Graduate	Total
1976-77	12,095	3,305	15,400
1977-78	12,009	3,291	15,300
1978-79	12,063	3,282	15,345
1979-80	12,088	3,297	15,385
1980-81	12,128	3,297	15,425

Health Sciences

	Undergraduate	Graduate	Total
1976-77	1,277	2,683	3,960
1977-78	1,322	2,792	4,114
1978-79	1,352	2,883	4,235
1979-80	1,377	2,948	4,325
1980-81	1,379	3,000	4,379

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[40] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[40] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

The University of North Carolina at Chapel Hill occupies a unique place in higher education in this State. It is the Nation's oldest state university, enrolling its first student in January, 1795. The strength of its graduate and professional programs have accorded it national and international stature. In 1922 The University of North Carolina at Chapel Hill became a member of the Association of American Universities and is the only State-supported institution in North Carolina belonging to this organization. In the most recent rating of graduate programs published by the American Council on Education, that institution had 29 programs that ranked among the top 25 in the Nation in terms of effectiveness. In the southeastern United States only two other state-supported institutions had any graduate programs ranked among the top 25 in the Nation, the University of Virginia with four and North Carolina State University at Raleigh with one. It is the largest university in North Carolina, but its enrollment has been held stable at approximately 20,000 by a highly selective and effectively administered admissions process. (In 1975, only 47 per cent of the applicants for admission to the freshman class were offered admission.) It is the most comprehensive institution in the State, both in the range of its programs at all levels and in the breadth of the specialized research and public service programs that it provides.

The Board of Governors declares as one of its planning objectives the continued development of The University of North Carolina at Chapel Hill as a major research university. This objective means continued responsibility for that institution to serve as the principal center of graduate education at the doctoral level (except in those scientific and technological areas which are offered at North Carolina State University at Raleigh), and for first professional education. It has further special responsibilities at all degree levels in the health professions.

The Board concurs in the institution's decision to maintain its total enrollment at approximately its present level, and in the policies of limiting out-of-state enrollments at the undergraduate level and in the professional fields of law, dentistry, and medicine.

6. Annual Review of the Long-Range Plan

Beginning in 1976, The University of North Carolina at Chapel Hill shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

The University of North Carolina at Charlotte

1. Academic Organization

The University of North Carolina at Charlotte is a comprehensive university offering programs at the baccalaureate and master's levels. Its instructional programs are organized in these colleges and professional schools:

College of Architecture
College of Business Administration
College of Engineering
College of Human Development and Learning
College of Humanities
College of Nursing
College of Science and Mathematics
College of Social and Behavioral Sciences

2. Authorized Degree Programs

The University of North Carolina at Charlotte is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

Architecture

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general[41]

Art education (methodology and theory)

Music education (methodology and theory)

---

[41] The University of North Carolina at Charlotte does not grant a baccalaureate degree in elementary education but does offer preparation for teachers in elementary education who are candidates for degrees in human development and learning.

Engineering

Civil, construction, and transportation engineering
Electrical, electronics, and communications engineering
Engineering technologies
Engineering science

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (performing, composition, theory)
Dramatic arts
Dance

Foreign Languages

French
German
Spanish

Health Professions

Nursing
Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Creative writing
Philosophy
Religious studies

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

Law enforcement and corrections
Human services, general

Social Sciences

Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

No programs authorized

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Student personnel
(counseling and guidance)
Educational administration
Curriculum and instruction

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

No programs authorized

Public Affairs and Services

No programs authorized

Social Sciences

History

Geography

Interdisciplinary Studies

No programs authorized

3. Authorization to Plan New Programs

The University of North Carolina at Charlotte is now authorized to plan the following new programs:

a. Baccalaureate Level

Social Sciences

Anthropology

Afro-American (black culture) studies

b. Master's Level

Architecture and Environmental Design

City, community and regional planning

Public Affairs and Services

Public administration
(emphasis on urban administration)

4. Enrollments

The University of North Carolina at Charlotte has an estimated annual enrollment of 6,100 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate 5,290 Graduate 810

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	5,942	1,078	7,020
1977-78	6,323	1,277	7,600
1978-79	6,705	1,455	8,160
1979-80	7,079	1,631	8,710
1980-81	7,498	1,802	9,300

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[42] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[42] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

The University of North Carolina at Charlotte is located in the State's largest metropolitan area. Of all the constituent institutions, its rate of enrollment growth has been the most rapid over the last decade. An unusually large proportion of its student body is from the immediate region and many of them are commuting students. Each year it enrolls a class of junior transfer students which is approximately equal to the size of the entering freshman class.

The institution shall continue to emphasize its distinctive responsibilities as an urban university in its future planning and development, building on the strong base which it has established at the undergraduate level in the arts and sciences and in professional programs in architecture, business administration, education, engineering, and nursing. The University of North Carolina at Charlotte should give priority to providing upper-division and master's level programs to serve primarily the population of the region.

6. Annual Review of the Long-Range Plan

Beginning in 1976, The University of North Carolina at Charlotte shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

The University of North Carolina at Greensboro

1. Academic Organization

The University of North Carolina at Greensboro is a doctoral-granting university, offering programs at the baccalaureate, master's, intermediate and doctoral level. Its instructional programs are organized in these colleges or professional schools:

- College of Arts and Sciences
- School of Business and Economics
- School of Education
- School of Health, Physical Education and Recreation
- School of Home Economics
- School of Music
- School of Nursing
- Graduate School

2. Authorized Degree Programs

The University of North Carolina at Greensboro is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

Latin American studies

Biological Sciences

Biology, general

Business and Management

- Accounting
- Business management and administration
- Marketing and purchasing
- Secretarial studies

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Education of the deaf
- Speech correction
- Art education (methodology and theory)
- Music education (methodology and theory)
- Physical education
- Health education (includes family life education)
- Business, commerce, and distributive education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Art history and appreciation
Music (performing, composition, theory)
Music history and appreciation (musicology)
Dramatic arts
Dance

Foreign Languages

French
German
Spanish
Latin
Greek, classical

Health Professions

Nursing
Speech pathology and audiology
Medical laboratory technologies

Home Economics

Home economics, general
Home decoration and home equipment
Clothing and textiles
Family relations and child development
Foods and nutrition (includes dietetics)

Law

No programs authorized

Letters

English, general
Speech, debate, and forensic science
Philosophy
Religious studies

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Earth sciences, general

Psychology

Psychology, general
Behavioral technology, (5-year program)

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)

Social Sciences

Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Interdepartmental studies

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Education, general
- Elementary education, general
- Educational testing, evaluation and measurement
- Student personnel (counseling and guidance)
- Science education (methodology and theory)
- Physical education
- Educational administration
- Educational supervision
- Art education (methodology and theory)
- Music education (methodology and theory)
- Health education (includes family life education)
- Business, commerce, and distributive education

Engineering

No programs authorized

Fine and Applied Arts

- Art, (painting, drawing, sculpture)
- Music (performing, composition, theory)
- Dramatic arts
- Dance

Foreign Languages

- French
- Spanish

Health Professions

- Speech pathology and audiology

Home Economics

- Home economics, general
- Clothing and textiles
- Consumer economics and home management
- Family relations and child development
- Foods and nutrition (includes dietetics)

Law

No programs authorized

Letters

English, general
Speech, debate, and forensic science
Creative writing

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general

Psychology

Psychology, general
School psychology

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
Economics
History
Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Education

Student personnel (counseling and guidance)
Educational administration

Psychology

School psychology

d. First Professional Level

No programs authorized

e. Doctoral Level

Education

- Student personnel (counseling and guidance)
- Educational administration
- Curriculum and instruction
- Music education (methodology and theory)
- Physical education

Home Economics

- Home economics, general
- Clothing and textiles
- Consumer economics and home management
- Family relations and child development
- Foods and nutrition (includes dietetics)

Letters

- English, general

Psychology

- Psychology, general

3. Authorization to Plan New Programs

The University of North Carolina at Greensboro is now authorized to plan the following new programs:

a. Baccalaureate Level

Education

Special education, general

b. Master's Level

Education

Audio-visual education
Education of the deaf
Educational psychology

Health Professions

Nursing

Social Sciences

Political science (with emphasis in public administration)

c. First Professional Level

No programs authorized

d. Doctoral

No programs authorized

4. Enrollment

The University of North Carolina at Greensboro in 1975-76 has an estimated annual enrollment of 7,840 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate 6,039 Graduate 1,801

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	6,400	2,030	8,430
1977-78	6,825	2,165	8,990
1978-79	7,157	2,393	9,550
1979-80	7,486	2,634	10,120
1980-81	7,694	2,996	10,690

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[43] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[43] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

The University of North Carolina at Greensboro has developed in recent years from an undergraduate college for women to a doctoral level institution. Its enrollment has grown rapidly, and now one-third of its students are men. Its programs have been diversified, both at the baccalaureate and master's levels. Doctoral programs are offered in four discipline divisions, and its doctoral programs in Home Economics are the only such programs offered in the State.

In keeping with the objectives of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems, The University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University shall work jointly to insure that the resources of both institutions are organized to serve effectively the metropolitan area in which they are located. Priority shall be given to cooperative efforts between the schools of nursing at the two institutions. Proposals by either institution for new programs that would duplicate existing programs on the other campus will be subject to special scrutiny by the Board of Governors. Further, reviews of existing programs in both The University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University shall be conducted cooperatively in those instances where the same degree program is offered on both campuses, to insure that duplication of programs is warranted and does not serve to impede progress toward the elimination of racial duality.

6. Annual Review of the Long-Range Plan

Beginning in 1976, The University of North Carolina at Greensboro shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

The University of North Carolina at Wilmington

1. Academic Organization

The University of North Carolina at Wilmington is a general baccalaureate institution. Its curriculum and size have not necessitated the establishment of separate colleges and schools. Instructional programs are organized in 20 academic departments and each department head reports to the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

The University of North Carolina at Wilmington is authorized to offer the associate degree in nursing and to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general
Marine biology

Business and Management

Accounting
Business management and administration
Marketing and purchasing
Business economics

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Music education (methodology and theory)
Physical education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Fine arts, general

Foreign Languages

French
Spanish

Health Professions

Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Philosophy and religion

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Geology
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Environmental studies

3. Authorization to Plan New Programs

The University of North Carolina at Wilmington is now authorized to plan the following new programs at the baccalaureate level:

Education

Special education, general

Letters

Speech, debate, and forensic science

Public Affairs and Services

Parks and recreation management

Consistent with the priorities described previously with reference to new program needs at the master's level (page 329), The University of North Carolina at Wilmington is authorized to plan the following new programs at the master's level:

Education

Elementary education, general (including early childhood and intermediate education)

Educational administration and supervision

4. Enrollment

The University of North Carolina at Wilmington in 1975-76 has an estimated annual enrollment of 2,689 full-time equivalent students. All enrollment is at the undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate
1976-77	3,070
1977-78	3,360
1978-79	3,650
1979-80	3,930
1980-81	4,210

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or other deletions or other authorized changes in the mission of the institution. Moreover, special studies[44] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[44] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

The University of North Carolina at Wilmington serves a large area of North Carolina in which no other senior institutions, public or private, currently provide any program at the graduate level. The University of North Carolina at Wilmington has accordingly assigned a high priority to the development of master's programs, giving first priority to programs in education. It also has proposed that it prepare to develop master's programs in business administration and in marine biology.

The Board of Governors authorizes The University of North Carolina at Wilmington to develop the necessary strengths at the institution to offer needed master's programs in education as early as possible, and to begin now the planning of two master's programs. Because of the needs of the public school systems of that region, this planning should include necessary cooperative arrangements with other appropriate constituent institutions.

Some of the other needs for advanced professional programs in the Wilmington region can be most effectively met during this planning period through extension instruction by appropriate institutions, using the facilities and resources of The University of North Carolina at Wilmington.

9

6. Annual Review of the Long-Range Plan

Beginning in 1976, The University of North Carolina at Wilmington shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what major changes are requested in the academic organization of the institution.

Western Carolina University

1. Academic Organization

Western Carolina University is a comprehensive university, offering programs at the baccalaureate, master's, and intermediate level. Its instructional programs are now organized in these colleges and professional schools:

- School of Arts and Sciences
- School of Business
- School of Education and Psychology
- School of Health Sciences and Services
- Graduate School

Western Carolina University is authorized to reconstitute the School of Health Sciences and Services as the School of Nursing and Health Sciences and, by a reorganization of existing programs in industrial education and technology and home economics, to establish a School of Technology and Applied Science.

2. Authorized Degree Programs

Western Carolina University is authorized to offer programs of study leading to the degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting
Banking and finance
Business management and administration
Marketing and purchasing
Secretarial studies
Business economics
Business law

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Special education, general
Education of the mentally retarded
Science education (methodology and theory)
Health education (includes family life education)

Education (cont'd.)

Speech correction
Reading education (methodology and theory)
Art education (methodology and theory)
Music education (methodology and theory)
Business, commerce, and distributive education
Industrial arts, vocational, and technical education
Health and physical education
Educational media

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (liberal arts program)
Dramatic arts

Foreign Languages

French
German
Spanish

Health Professions

Health professions, general
Nursing
Medical record librarianship
Medical laboratory technologies

Home Economics

Home economics, general

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physical sciences, general
Physics, general
Chemistry, general
Geology
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)
Law enforcement and corrections

Social Sciences

Social sciences, general
Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Special studies

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Junior and community college education
- Special education, general
- Education of the mentally retarded
- Speech correction
- Student personnel (counseling and guidance
- Educational administration
- Educational supervision
- Curriculum and instruction
- Reading education (methodology and theory)
- Music education (methodology and theory)
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education
- Health and physical education
- Educational media

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physical sciences, general
Chemistry, general

Psychology

Psychology, general
Clinical psychology
School psychology

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Geography

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Education

Elementary education, general
Educational administration
Educational supervision
Educational administration and supervision
Curriculum and instruction

Psychology

School psychology

3. Authorization to Plan New Programs

Western Carolina University is now authorized to plan the following new programs

a. Baccalaureate Level

Education

Special learning disabilities

b. Master's Level

Education

Art education (methodology and theory)

Fine and Applied Arts

Art (painting, drawing, sculpture)

4. Enrollments

Western Carolina University has in 1975-76 an estimated annual enrollment of 5,475 full-time equivalent students. This enrollment is distributed by level as follows:

Undergraduate 4,730 Graduate 745

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate	Graduate	Total
1976-77	5,047	833	5,880
1977-78	5,302	918	6,220
1978-79	5,557	1,003	6,560
1979-80	5,809	1,081	6,890
1980-81	6,056	1,164	7,220

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[45] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[45] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

Western Carolina University is authorized, as noted earlier, to establish a School of Technology and Applied Science. The programs placed in the jurisdiction of this School shall be those in the present departments of industrial education and technology and home economics. These departments are now in the School of Arts and Sciences and the School of Education and Psychology, respectively. This action will establish a more appropriate administrative organization for the programs of these departments and will aid the institution in its efforts to develop a more effective working relationship with the Community College System.

Western Carolina University is also authorized to reorganize its School of Health Sciences and Services, which has a small enrollment and offers only three programs, into a School of Nursing and Health Sciences. This will mean an appropriate transfer of the nursing program from the School of Arts and Sciences.

In the joint program provided in Asheville in cooperation with The University of North Carolina at Asheville, Western Carolina University will have responsibility for providing needed graduate level courses. All undergraduate courses now provided in the curriculum of The University of North Carolina at Asheville and which are equivalent to course requirements in degree programs offered in Asheville by Western Carolina University should be offered by The University of North Carolina at Asheville in the joint program, so that unnecessary duplication of courses may be avoided. Joint arrangements, through such means as adjunct appointments, should be developed to use the faculty resources of The University of North Carolina at Asheville in offering master's level courses needed by secondary school teachers and other persons served by this joint program. The two institutions shall make necessary arrangements for joint planning and scheduling of course offerings and for transfer of credit.

Further, Western Carolina University and The University of North Carolina at Asheville shall cooperate in the future development of the baccalaureate program in nursing offered by Western Carolina University, and in future planning of health education programs. These cooperative arrangements will serve to strengthen programs in both institutions and to provide more effective educational opportunities to citizens in the Asheville area.

The Board of Governors calls upon the President to provide whatever assistance and support may be needed to facilitate these joint arrangements, and to report periodically to the Board's Committee on Educational Planning, Policies, and Programs on the progress being made.

6. Annual Review of the Long-Range Plan

Beginning in 1976, Western Carolina University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what new colleges or schools, if any, the institution requests authorization to establish, or any major reorganization in the structure or status of existing colleges and schools that is recommended.

Winston-Salem State University

1. Academic Organization

Winston-Salem State University is a general baccalaureate institution. Its instructional programs are organized in nine academic departments and the School of Nursing.

2. Authorized Degree Programs

Winston-Salem State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Secretarial studies

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general

Art education (methodology and theory)

Music education (methodology and theory)

Business, commerce, and distributive education

Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)

Foreign Languages

No programs authorized

Health Professions

Nursing

Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

No programs authorized

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

History
Political science and government
Sociology
Urban studies

Interdisciplinary Studies

Applied science technologies

3. Authorization to Plan New Programs

Winston-Salem State University is now authorized to plan the following new program at the baccalaureate level:

Education

Special education, general

4. Enrollment

Winston-Salem State University in 1975-76 has an estimated annual enrollment of 1,886 full-time equivalent students. This enrollment is all at the undergraduate level.

Authorized enrollment projections for the current planning period are as follows (in full-time equivalents):

	Undergraduate
1976-77	1,970
1977-78	2,090
1978-79	2,190
1979-80	2,290
1980-81	2,400

These enrollment projections will be re-evaluated annually for budgeting and planning purposes. This annual review will take into account any program additions or deletions or other authorized changes in the mission of the institution. Moreover, special studies[46] now being conducted under the direction of the President and expected to be completed within the next few months may indicate a need for revisions in these enrollment estimates. Therefore, these projections are provisional until these studies are completed and the Board of Governors has taken appropriate action.

---

[46] These studies are those called for in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems: the study of the predominantly black constituent institutions and the study of admissions policies and practices.

5. Special Responsibilities

Winston-Salem State University until quite recently offered programs only in elementary education and nursing. During the last decade and a half it has diversified its programs considerably. Programs leading to teacher certification at the secondary level have been added to the curriculum, and majors have been added in other discipline divisions.

In its recommended long-range plan, Winston-Salem State University has placed emphasis upon strengthening its existing undergraduate programs over the establishment of new programs at the baccalaureate level or the planning of graduate level programs. The Board of Governors concurs in this determination of institutional priorities. Other institutions in the region are accessible to provide needed graduate programs.

The Board attaches particular importance in the immediate future to the need to develop cooperative arrangements with other schools of nursing in The University whereby the nursing program at Winston-Salem State University may be strengthened in faculty, curriculum, and educational and clinical resources.

6. Annual Review of the Long-Range Plan

Beginning in 1976, Winston-Salem State University shall submit to the President, in accordance with a schedule to be established, any proposed revisions in its institutional long-range plan and educational mission for the next five-year period. The proposed revisions shall specify any additional new programs for which planning authorization is requested, report on the status of previously-authorized new program planning, and indicate what existing degree programs or program tracks, if any, the institution proposes to discontinue. The proposed revisions shall also specify what major changes are requested in the academic organization of the institution.

In 1976, upon completion of the study of the predominantly black constituent institutions required under the terms of the desegregation plan, this mission statement will again be reviewed and appropriate amendments adopted by the Board of Governors.

CHAPTER SIX

FUTURE PLANNING AND PROGRAM REVIEW

A. Introduction

The preceding chapters of this long-range plan have described the present state of higher education in North Carolina in general and the state of The University of North Carolina in particular. Goals for the present planning period have been set forth, together with objectives and tasks for each of the constituent institutions of The University. Mechanisms and procedures for coordination of efforts among the constituent institutions, the Community College System, and the private colleges and universities have been described. The necessity for long-range planning has been noted and attention drawn to the need to revise plans periodically in the light of new knowledge about needs and resources. This chapter addresses this future planning process generally, and the objectives and tasks of program review and evaluation within the planning context.

B. Objectives

The planning and governance responsibilities of the Board of Governors are declared by statute to have three principal objectives: to extend the benefits of higher education, to improve the quality of higher education, and to achieve a more economical use of resources committed to higher education. Concurrently, three basic public needs are implicitly designated to be served, within the limits of the resources available: (1) degree programs are to be offered as necessary to the higher education of eligible students, (2) research programs that advance the boundaries of knowledge are to be encouraged and supported, and (3) public service programs consistent with the higher education mission of The University are to be provided to the citizens of the State.

The objective of extending the benefits of higher education has been addressed principally in this long-range plan in the enrollment projections set out in Chapter Three, in the growth there anticipated, and in reports on degrees conferred in Chapter Five. The objective of achieving a more economical use of resources has been addressed in part in Chapter Five, in the analysis of program duplication and in the assignment of specific instructional responsibilities to each constituent institution. This chapter further addresses the objective of economical use of resources with particular reference to the evaluation of instructional programs, and the related and fundamental objective of improving the quality of higher education, within the planning framework.

The procedures for planning set forth are based on these assumptions:

(1) A defined and regularized planning process will aid each constituent institution, the President, and the Board of Governors in

the establishment of specific objectives and tasks, in the ordering of priorities to accomplish those tasks, and in responding more effectively to those needs which the State looks to its University to meet.

(2) A carefully-designed long-range plan, built upon comprehensive information resources and periodically revised to adapt to changing situations and needs, will more effectively inform the budgetary responsibilities assigned by statute to the Board of Governors, as well as all University policy decisions. Moreover, it will inform agencies external to The University, and specifically the Governor, the Advisory Budget Commission, and the General Assembly, of the state of higher education, the tasks before The University, and the contributions of The University.

(3) The planning process must reflect for all of the constituent institutions a consistency in planning structure, format, schedule, and methods if a coordinated effort and a coordinated plan are to be accomplished.

Planning is a means to an end, not an end in itself. Its purpose is not to divert administrators, faculty, and staff of the institutions from the educational enterprise for which the institutions exist. Rather, its purpose is to assist them in meeting more effectively the educational responsibilities they carry. This fundamental consideration points to the need, first, to adapt and relate the internal planning processes of The University, and the associated data collections and analyses, to those informational and reporting obligations that The University has vis à vis various external agencies. To the extent this can be done, duplication of effort can be avoided and the administrative task simplified.

Second, the planning process itself must be adaptive to changing needs and situations, so the process, as well as its substantive content, requires regular evaluation in the light of experience.

C. Information Resources

The University of North Carolina annually, on behalf of federal agencies, engages in two major information-gathering activities with respect to its own operations. The first of these is the Higher Education General Information Survey (HEGIS), sponsored by the Office of Education, Department of Health, Education and Welfare. All institutions of higher education participate in the Survey, and report through this device various types of information about enrollments, degrees conferred, faculty and staff, library resources, and institutional finances.

The second comprehensive information-gathering activity that The University of North Carolina participates in is an annual compilation of institutional data required by the Office for Civil Rights of the Department of Health, Education and Welfare. This reporting requirement was placed on North Carolina and eight other states as a means of monitoring progress toward the elimination of racial duality in public higher education. The elements included in these annual OCR reports are:

(1) Personnel - All employees by title, rank, category, race, and sex, and reports on all new employment and on all promotions, resignations, retirements, and dismissals.

(2) Students - Enrollments, admissions applications and acceptances, student progression and retention, earned degrees, and student financial aid.

The HEGIS and OCR data collection provide a great volume of information about most areas of University activity that is pertinent to long-range planning. Predictably, the definitions established for the various data elements in these reports are not always consistent with one another, and they are often markedly different from practices followed in the various institutions and from State reporting requirements. A substantial measure of adaptation will be necessary so that these major reporting efforts can be used as basic sources for the information system of The University needed for its own planning and other purposes. The principal reporting requirements added to HEGIS and OCR reports are the North Carolina Higher Education Data Collection (which with the HEGIS data are the bases for the annual *Statistical Abstract of Higher Education in North Carolina*), and various State budget reports. It is in the area of finance, in fact, that the national data compilations such as HEGIS are of little value. Data elements in HEGIS financial reports are broad and difficult to match against State and institutional accounting practices and requirements. Accordingly, here The University necessarily looks to State budgeting data as the source for planning and other purposes. It is currently developing, in consultation with the State Auditor and the Office of State Budget and Management, a uniform chart of accounts for all of the constituent institutions.

The federal informational and reporting requirements necessitate a significant commitment of University resources in compliance. Indeed, the magnitude of these activities is such that the costs of developing additional information requirements that would be more consistent with University and State data element definitions, and more precisely refined to University and State informational requirements, would be prohibitive. It is essential, therefore, that University requirements be joined as closely as possible to a major reliance on the federal data collections.

Having noted these caveats, however, the important point is that the institutions are now in a position to provide on a regular basis, working with common definitions of data elements, comprehensive and detailed information needed to assess their own activities and to plan for the future, and needed also by the Board of Governors to meet its overall planning and governance responsibilities. Augmented by special studies that may be necessary from time to time (such as the survey of clinical facilities needed in the preparation of the five-year plan for nursing education), and supplemented by additional data elements that must be added by The University and by other reporting requirements that may be needed, these sources provide a sound basis for the information system necessary for planning.

Additional resources that are important in planning and governance functions are accreditation studies and reports. Each of the constituent institutions of The University and all of the private colleges and universities are accredited by the Southern Association of Colleges and Schools. Accreditation must be renewed at ten-year intervals. The process requires a major institutional self-study, a site visit by an accreditation survey team, and then a report back to the institution by the Association. In addition to these institution-wide accreditation processes, there are separate accreditation arrangements for many professional programs. Schools of nursing, medicine, law, and business administration (for example) at various institutions must meet individual accreditation association requirements, typically involving departmental self-studies, site visits, and reports. There are more than 150 separate program accreditations among the constituent institutions. In some instances such accreditation is mandatory if graduates of the schools are to be eligible to be licensed to practice their profession. It is necessary to add that standards and criteria for accreditation vary widely in specificity and in rigor of application.

A final major element of information gathering and analysis that is closely conjoined to all planning and governance activity is the preparation of the unified budget request of the Board of Governors and the budget allocation process that follows General Assembly action. These procedures have been previously described in Chapter Two, Section B, of this long-range plan. It has been pointed out also that a key function of planning is to inform the budget process -- i.e., the allocation of resources. Budget development, however, obviously informs the planning activity in turn, since it entails an assessment of needs and a determination of priorities by each institution and then on a University-wide basis by the Board of Governors. Further, the budget process provides a schedule to which orderly planning can and must be related.

D. Long-Range Planning: Schedule and Content

The information activities previously described provide for all of the institutions and for the Board of Governors the base upon which an informed planning process can be maintained and strengthened.

Planning is a joint endeavor of the constituent institutions and of the President and his staff to prepare plans for consideration by the Board of Governors. It is the responsibility of the President and his staff to keep currently informed of educational needs, trends, and problems on a State, regional, and National basis as they bear upon the constituent institutions of The University. They must also give continuous attention to those programs and activities of a multi-institutional character, including relationships among the constituent institutions and between them and the Community College System and the private sector. Further, it is the responsibility of the President to conduct on behalf of The University relationships with the governmental and political authorities of the State, receiving their contributions to the planning effort and interpreting to them the plans of The University.

1. Amendment of the Academic Program Plan: Sequence and Frequency

Planning at the institutional level will focus upon the annual review of the "Academic Program Plan" of each constituent institution, together with appropriate further definitions by the Board of Governors of institutional responsibilities and objectives and assignments in research and public service. This review will be coordinated with and supplemented by (1) special planning studies that may be initiated by the Board of Governors, (2) the studies of authorized degree programs that will be in progress each year, and (3) the established processes of liaison and consultation with the Community College System and with the private colleges and universities.

Beginning in the fall of 1976, the President shall provide to each Chancellor guidelines and instructions for the preparation of proposed amendments to the long-range plan. These guidelines and instructions will indicate overall University objectives. Thereafter each Chancellor will submit to the President, after appropriate consultation with faculty, any proposed revisions in the Academic Program Plan and in the educational mission of the institution he serves over the next five-year period. The proposed revisions in the long-range plan shall include the following elements:

(1) Requests for authorization to plan new degree programs;

(2) Status reports on new program planning that has been previously authorized;

(3) Recommendations for the discontinuance of any existing degree program or program track;

(4) Requests for the establishment of any new college or professional school, or any proposed major reorganization in the structure or status of existing colleges or schools;

(5) Enrollment projections; and

(6) Other pertinent recommendations, requests, or projections concerning research, public service, student services, administrative support, or other areas, as may be required by the President and the Board of Governors or as the institution may need to incorporate into its planning proposals.

These comprehensive requests for revisions of the institutional plans shall be submitted in a format and on a schedule to be established by the President. The President shall submit the institutional proposals and other special studies and reports that he may have prepared, together with his recommendations, to the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The Committee shall then make its report and recommendations to the Board by early spring. This schedule will insure that comprehensive plans and priorities shall have been approved and established by the Board of Governors prior to the Board's actions in establishing enrollment levels for the ensuing year, and prior to its actions in developing budget recommendations to the Governor, the Advisory Budget Commission, and the General Assembly, and/or establishing institutional budgets for the ensuing year.

At the conclusion of this process, and beginning in the late winter or early spring of 1977, the Board of Governors shall issue annually a revised long-range plan, including for each constituent institution an "Academic Program Plan" that will include an inventory of all currently-authorized degree programs and program tracks offered by each of the institutions, an inventory of any new programs that the institutions may have been authorized to plan, and statements of policy and assignments of responsibility in organized research, extension and public service, and in other areas that may need to be addressed generally or for particular constituent institutions.

2. Establishment of New Programs

General procedures to be followed in the establishment of new programs for which planning has been authorized have been outlined in Chapter Five of this plan. (See page 318.) Requests to establish new programs shall include specific information concerning need, estimated demand, degree requirements, faculty and supporting staff, library resources, facilities and equipment requirements, administrative arrangements, racial impact assessments, and accreditation objectives and schedules where pertinent. With reference to faculty, staff, library, facilities, and all other supporting resources, the request shall indicate the extent to which requirements can be met from existing institutional resources and how such reallocations may affect existing programs, and the extent to which new resources are necessary, together with estimated costs over a five-year period.

The President shall prepare necessary detailed instructions and guidelines for the submission of new program proposals.[1] The specific instructions shall be adapted as necessary for the review of program proposals at the baccalaureate, master's, intermediate, first professional, and doctoral levels. In the review of proposals for establishing new graduate programs, the President will seek the advice of The University Graduate Council on the academic merits and integrity of proposed programs, and on standards for graduate degrees generally. The President may establish such other councils or other special advisory committees as he may deem necessary for the review of other programs, and he may utilize outside consultants to assist in reviews and evaluations.

---

[1] Present instructions and guidelines are contained in Appendix A-6-1. These may be modified by the President as experience and need may warrant.

Proposed amendments to the long-range plan may include requests for authorization to plan programs at the master's level as part of the annual revision of the Academic Program Plan, if the proposing institution can present demonstrable evidence of need for such programs. However, the readiness of an institution not previously authorized by the Board of Governors to offer programs at the post-baccalaureate level for which there may be demonstrable need will be carefully evaluated on the basis of evidence of the need for the program and:

(1) The level of instructional activity in that institution in baccalaureate programs in the same discipline division and specialty, as indicated by numbers of degrees conferred, undergraduate majors currently enrolled, and total credit hours of instruction;

(2) Effectiveness of undergraduate programs in the same discipline division and specialty as indicated by accreditation reports, student achievement, and other appropriate measures;

(3) The presence of a qualified graduate faculty, as evidenced by research and teaching experience and by their holding the appropriate terminal degree in that discipline or by some appropriate other measures, and in sufficient number to assure the necessary breadth of competencies to sustain the program at an acceptable level of effectiveness for the projected enrollment levels, or the availability of resources to appoint sufficient new faculty to provide this needed strength;

(4) The presence of adequate library resources, or specialized laboratory, computer, and other necessary resources and facilities, to sustain an effective program, or the prospect that adequate resources can be made available to provide requisite levels of strength in these areas; and

(5) Evidence that master's level programs can be sustained without diverting needed resources from undergraduate programs.

Any constituent institution currently authorized to offer master's degree programs may request authorization to plan programs at the sixth-year level where there is demonstrable evidence of need in its proposed annual revisions of the Academic Program Plan. Authorization to plan such programs may be granted, provided that there is evidence of strong programs at the master's level in the same discipline divisions and specialties as measured by the indicators just enumerated, and that adequate faculty, library and other resources are available or can be provided without detriment to established programs at the master's or baccalaureate level.

Only the institutions currently authorized to offer programs at the doctoral level may request approval, in instances of compelling and demonstrable need, to plan new programs at this level. Further, (as noted at page 328) East Carolina University may request authorization to plan certain Ph.D. programs in the sciences basic to medical education at the appropriate time as such programs may be required in the development of an accredited program in medical education.

No institution is authorized at this time to request approval to plan new programs at the first professional level.

3. Review of Existing Programs

Planning for the establishment of new degree programs cannot be separated from the basic responsibility to review and assess existing programs. This review and assessment will be a central element in all long-range planning hereafter.

In Chapter Five of this long-range plan these policies were stated:

(1) Procedures shall be promptly put into effect to provide for the periodic review, University-wide, of all degree programs on an orderly schedule.

(2) When any program is found as a result of study and review to be "unproductive, excessively costly, or unnecessarily duplicative," the Board of Governors shall give due notice of withdrawal of the authorization to the institution to offer the program.

(3) Programs that are found not to meet necessary standards of effectiveness, but which are found to meet an important educational need, shall be strengthened as a matter of priority over the creation of new programs in an institution. The program will then be reviewed annually to determine whether satisfactory progress is being made. If the Board finds that satisfactory progress is not being made in strengthening the program, as measured by accreditation status or other appropriate indicators, due notice of withdrawal of approval of the program at that institution shall be given.

(4) All degree and certificate programs below the baccalaureate level shall be reviewed in 1976. Those that are determined to be outside the area of The University's responsibility will be terminated upon due notice.

The information sources described earlier in this chapter (HEGIS, OCR data compilations, accreditation studies, various State and University reports, and special studies and surveys) provide basic data elements necessary at the institutional and University-wide levels that will aid in the assessment of the extensiveness, effectiveness, efficiency, and benefits of program offerings. These sources, to iterate, will provide on a continuing basis reports on faculty, staff, library, and other instructional resources and facilities, enrollments, distribution of degrees conferred by discipline division and specialty, and semester hours of instruction. They can often be complemented and augmented, where appropriate, by such other indicators as market demand, accreditation status, and student placement.

The review of existing programs will thus utilize the same criteria discussed previously in connection with the review of new program proposals. University-wide program reviews will be organized and scheduled for the study of all programs at all levels within a discipline division. Beginning in 1976, programs in two discipline divisions will be studied, as already explained. They are Education and Health Professions (excluding in this latter instance post-baccalaureate programs and programs in nursing). The studies will be made under the direction of the President and in cooperation with the Chancellors and other institutional participants designated by the Chancellors. Faculty participation in this study and planning process is essential.

The study of programs in Education and Health Professions will constitute, in a sense, a "trial run." The results will serve two purposes: in the evaluation of current efforts and future needs in these two discipline divisions, the effectiveness of the review process itself will be evaluated and improved in the light of the experience gained. The President will keep the Committee on Educational Planning, Policies, and Programs informed of the progress of these program review studies.

In subsequent years, program review will extend to other discipline divisions. At this time no attempt will be made to establish the precise divisions. It will be recalled that Education and Health Professions were selected for the program review process beginning in 1976 because of the large volume of institutional requests to establish new programs in these discipline divisions, the large volume of existing program activity, the high costs associated with some programs, and the shortage of certain types of resources necessary for effective programs in some of the discipline specialties concerned. It seems advisable at this juncture, therefore, to determine future program review on the basis of identifiable problems and needs rather than by some predetermined order.

However, program review will not be an isolated phenomenon focused exclusively upon some designated discipline divisions at any given time. The comprehensive reporting systems now in effect will serve to direct attention to areas that suggest particular problems and needs, both at the institutional level and University-wide. The formulation and review of plans for new programs will require assessments of related program activity. There is a special need also for the institutions and the Board of Governors to review at regular intervals the status of newly-authorized programs and their progress toward stated objectives.

It will be noted that a significant part of this review process is dependent upon objective, quantifiable data elements. There are obvious limitations inherent in these data. It is easy to count the numbers of degrees conferred or the numbers of semester credit hours produced. These simple "productivity measures" are useful and necessary, but they do not by any means exhaust the subject. It would be rather startling to find, for example, that large numbers of students were taking degrees in Classical Greek. This is a discipline specialty that will report modest "productivity." However, if this field of study and the cultural heritage that it represents are to be preserved and transmitted to future generations, it is the responsibility of The University and those who determine its policies to do so. These "non-quantifiable" considerations must be a factor in the decision process. Similarly, one should expect to find "low productivity" in certain scientific specialties at advanced degree levels. These are by definition demanding programs with highly selective admissions and degree requirements. Their low productivity must be assessed along with the responsibility to provide for society a new generation of highly qualified scientists.

These examples point to another important consideration. The classical heritage certainly has a necessary place in the college curriculum. The need for degree programs in Classical Greek, however, is limited in a world of scarce resources. Similarly, the need for advanced programs of study in specialized fields of science is also limited, as are the resources necessary to maintain such programs at requisite levels of quality. The resulting necessity to balance varied and competing demands for limited resources requires the application of informed judgment as well as the careful collection and analysis of objective data.

E. Other Areas of Planning

Long-range planning in The University of North Carolina, and the definitions of the educational missions of the constituent institutions, have thus far been directed primarily toward the Academic Program Plan. Clearly academic programs are the first order of priority in the planning effort, because they are the primary activity of the institutions and constitute the principal use of institutional resources. The strength of the academic programs, however, is influenced by many other areas of activity.

This long-range plan has indicated that special studies are already in progress in the area of computer resources and in the area of extension and public service. The area of organized research also requires more intensive study in future planning. Major areas not yet addressed in any comprehensive way are student services and administrative support. The faculty merits extensive consideration. In subsequent planning activity, therefore, these areas will be addressed in greater depth.

F. Conclusion

This description of the long-range planning process has placed considerable emphasis upon the importance of flexibility and the need for procedures that call for frequent reassessment and adaptation of the plan and of assignments of responsibilities to each institution. These objectives are incorporated into the procedures that call for annual review of the plan and related institutional missions and tasks.

It is important to conclude this planning document by noting that these procedures for change should not be construed to imply that institutional missions and the objectives and tasks declared in this plan are ephemeral or casual, or lightly to be altered. The capacity for change is essential, but so is a measure of stability and continuity. To a large extent, this plan ratifies the current missions and programs of the constituent institutions. Thus the plan reflects not only the current opinions of the institutions and the Board of Governors, but the experience that has shaped the institutions and their programs. In the absence of major and rapid shifts in circumstances, needs, and opportunities of the institutions, it is reasonable to anticipate that future program changes will be relatively slow and incremental. Resource constraints, the priorities that must be attached to salary increments for reasons explained in Chapter Five, and the necessity not to compromise the quality of existing programs by the creation of new ones, mean that the need for program additions must be well-documented, and that more rigorous attention must be directed to the existing program structure in all planning for new programs.

APPENDICES

Table A-2-1

INSTITUTIONAL CHARACTERISTICS OF NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1975-76

NAME LOCATION	FOUNDED TYPE	CHIEF ADMINISTRATOR TITLE	DEGREE LEVEL OFFERED*	Fall 1975 ENROLLMENT	1975-76 ACADEMIC YEAR: TUITION & FEES In-State		ESTIMATED ACADEMIC YEAR Room	
					In-State	Out-of-State	Room	Board
PUBLIC INSTITUTIONS								
UNIVERSITY OF NORTH CAROLINA								
GENERAL ADMINISTRATION Chapel Hill 27514		William C. Friday President						
APPALACHIAN STATE UNIVERSITY Boone 28608	1899 Coed	Herbert W. Wey Chancellor	B,M	8,541	$ 500	$2,148	$490-530	$280-520
EAST CAROLINA UNIVERSITY Greenville 27834	1907 Coed	Leo W. Jenkins Chancellor	B,M	11,725	483	2,131	360	685-957
ELIZABETH CITY STATE UNIVERSITY Elizabeth City 27909	1891 Coed	Marion D. Thorpe Chancellor	B	1,629	591	1,999	390	550
FAYETTEVILLE STATE UNIVERSITY Fayetteville 28301	1877 Coed	Charles Lyons, Jr. Chancellor	B	2,002	581	2,007	525	464-989
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY Greensboro 27411	1891 Coed	Lewis C. Dowdy Chancellor	B,M	5,345	544	2,177	440	445
NORTH CAROLINA CENTRAL UNIVERSITY Durham 27707	1910 Coed	Albert N. Whiting Chancellor	B,M,FP[a/]	4,730	471	2,137	383-406	590
NORTH CAROLINA SCHOOL OF THE ARTS Winston-Salem 27107	1964 Coed	Robert Suderburg Chancellor	B	390	681	2,086	600	720
NORTH CAROLINA STATE UNIVERSITY Raleigh 27607	1887 Coed	Jackson A. Rigney Acting Chancellor	B,M,D	17,471	524	2,170	360	915
PEMBROKE STATE UNIVERSITY Pembroke 28372	1887 Coed	English E. Jones Chancellor	B	2,183	420	1,834	340	490
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE 28804	1927 Coed	William E. Highsmith Chancellor	B	1,404	426	2,120	440	900
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL 27514	1789 Coed	N. Ferebee Taylor Chancellor	B,M,FP[b/],D	20,336	468	2,112	450-560	750-850
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE 28223	1946 Coed	Dean W. Colvard Chancellor	B,M	7,370	444	2,104	455-670	520-570
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO 27412	1891 Coed	James S. Ferguson Chancellor	B,M,D	9,459	524	2,176	490-735	590
UNIVERSITY OF NORTH CAROLINA AT WILMINGTON 28401	1947 Coed	William H. Wagoner Chancellor	B	3,309	362	2,041	470	680
WESTERN CAROLINA UNIVERSITY Cullowhee 28723	1889 Coed	Harold F. Robinson Chancellor	B,M	6,419	480	2,146	495	435
WINSTON-SALEM STATE UNIVERSITY Winston-Salem 27102	1892 Coed	Kenneth R. Williams Chancellor	B	2,073	496	1,949	494	547
COMMUNITY COLLEGES**								
DEPARTMENT OF COMMUNITY COLLEGES Raleigh 27611		Ben E. Fountain, Jr. State President						
CALDWELL COMMUNITY COLLEGE Lenoir 28645	1964 Coed	H. E. Beam President	A	438	114	503	-	-
CENTRAL PIEDMONT COMMUNITY COLLEGE Charlotte 28204	1958 Coed	Richard H. Hagemeyer President	A	2,519	101	491	-	-
COASTAL CAROLINA COMMUNITY COLLEGE Jacksonville 28540	1963 Coed	James L. Henderson, Jr. President	A	669	106	495	-	-
COLLEGE OF THE ALBEMARLE Elizabeth City 27909	1960 Coed	J. Parker Chesson, Jr. Acting President	A	401	127	516	-	-
CRAVEN COMMUNITY COLLEGE New Bern 28560	1965 Coed	Thurman E. Brock President	A	303	114	503	-	-
DAVIDSON COUNTY COMMUNITY COLLEGE Lexington 27292	1958 Coed	Grady E. Love President	A	647	122	510	-	-
GASTON COLLEGE Dallas 28034	1958 Coed	Joseph L. Mills President	A	879	120	508	-	-
ISOTHERMAL COMMUNITY COLLEGE Spindale 28160	1962 Coed	Fred J. Eason President	A	471	127	516	-	-

Table A-2-1, Cont.

INSTITUTIONAL CHARACTERISTICS OF NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1975-76 (Cont.)

NAME LOCATION	FOUNDED TYPE	CHIEF ADMINISTRATOR TITLE	DEGREE LEVEL OFFERED*	Fall 1975 ENROLLMENT	1975-76 ACADEMIC YEAR TUITION & FEES In-State	 Out-of-State	 ESTIMATED ACADEMIC YEAR Room	 Board
LENOIR COMMUNITY COLLEGE Kinston 28501	1958 Coed	Jesse L. McDaniel President	A	583	$ 127	$ 516	$ -	$ -
MITCHELL COMMUNITY COLLEGE Statesville 28677	1853 Coed	Charles C. Poindexter President	A	453	126	515	-	-
ROCKINGHAM COMMUNITY COLLEGE Wentworth 27375	1958 Coed	Gerald B. James President	A	561	126	515	-	-
SANDHILLS COMMUNITY COLLEGE Southern Pines 28387	1963 Coed	Raymond A. Stone President	A	660	125	514	-	-
SOUTHEASTERN COMMUNITY COLLEGE Whiteville 28472	1964 Coed	W. Ronald McCarter President	A	517	121	510	-	-
SURRY COMMUNITY COLLEGE Dobson 27017	1964 Coed	Swanson Richards President	A	437	117	506	-	-
WAYNE COMMUNITY COLLEGE Goldsboro 27530	1958 Coed	Clyde A. Erwin, Jr. President	A	614	117	506	-	-
WESTERN PIEDMONT COMMUNITY COLLEGE Morganton 28655	1964 Coed	Gordon C. Blank President	A	380	120	508	-	-
WILKES COMMUNITY COLLEGE Wilkesboro 28697	1964 Coed	Howard E. Thompson President	A	386	127	516	-	-
PRIVATE INSTITUTIONS								
SENIOR COLLEGES AND UNIVERSITIES								
ATLANTIC CHRISTIAN COLLEGE Wilson 27893	1902 Coed	Arthur D. Wenger President	B	1,648	1,373	1,373	340-440	500
BARBER-SCOTIA COLLEGE Concord 28025	1867 Coed	Mable P. McLean President	B	480	1,045	1,045	954***	-
BELMONT ABBEY COLLEGE Belmont 28012	1876 Coed	John P. Bradley President	B	748	1,767	1,767	360-380	710
BENNETT COLLEGE Greensboro 27420	1873 Women	Isaac H. Miller, Jr. President	B	579	1,565	1,565	360	525
CAMPBELL COLLEGE Buies Creek 27506	1887 Coed	Norman A. Wiggins President	B	1,724	1,761	1,811	375-425	700
CATAWBA COLLEGE Salisbury 28144	1851 Coed	Martin L. Shotzberger President	B	1,020	2,031	2,031	345	689
DAVIDSON COLLEGE Davidson 28036	1837 Coed	Samuel R. Spencer, Jr. President	B	1,278	2,730	2,730	515	900
DUKE UNIVERSITY Durham 27706	1838 Coed	Terry Sanford President	B,M,FP& D	9,129	3,060	3,060	420-890	825
ELON COLLEGE Elon College 27244	1889 Coed	J. Fred Young President	B	2,210	1,525	1,525	270-375	600
GARDNER-WEBB COLLEGE Boiling Springs 28017	1905 Coed	E. Eugene Poston President	B	1,402	1,840	1,840	370-470	620
GREENSBORO COLLEGE Greensboro 27420	1838 Coed	Howard C. Wilkinson President	B	530	1,670	1,670	465	660
GUILFORD COLLEGE Greensboro 27410	1837 Coed	Grimsley T. Hobbs President	B,M	1,664	2,250	2,250	925-1105***	-
HIGH POINT COLLEGE High Point 27262	1924 Coed	Wendell M. Patton President	B	1,132	1,735	1,735	220-360	650
JOHNSON C. SMITH UNIVERSITY Charlotte 28216	1867 Coed	Wilbert Greenfield President	B	1,377	1,400	1,400	460	540
LENOIR RHYNE COLLEGE Hickory 28601	1891 Coed	Raymond M. Bost President	B	1,285	1,983	1,983	275-395	550
LIVINGSTONE COLLEGE Salisbury 28144	1879 Coed	F. George Shipman President	B	857	1,200	1,200	360	540
MARS HILL COLLEGE Mars Hill 28754	1856 Coed	Fred B. Bentley President	B	1,688	1,850	1,850	245	550
MEREDITH COLLEGE Raleigh 27611	1891 Women	John E. Weems President	B	1,505	1,900	1,900	450	600

INSTITUTIONAL CHARACTERISTICS OF NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1975-76 (Cont.)

NAME LOCATION	FOUNDED TYPE	CHIEF ADMINISTRATOR TITLE	DEGREE LEVEL OFFERED*	Fall 1975 ENROLLMENT	1975-76 ACADEMIC YEAR TUITION & FEES In-State	Out-of-State	ESTIMATED ACADEMIC YEAR Room	Board
METHODIST COLLEGE Fayetteville 28301	1956 Coed	Richard W. Pearce President	B	**628**	$1,610	$1,610	$440-473	$ 760
NORTH CAROLINA WESLEYAN COLLEGE Rocky Mount 27801	1956 Coed	S. Bruce Petteway President	B	**467**	1,720	1,720	380-580	680
PFEIFFER COLLEGE Misenheimer 28109	1885 Coed	Douglas R. Sasser President	B	**1,034**	1,820	1,820	300	600
QUEENS COLLEGE Charlotte 28207	1857 Women	Alfred O. Canon President	B	**571**	2,160	2,160	900-1,050	677
SACRED HEART COLLEGE Belmont 28012	1892 Coed	Michel Boulus President	B	**226**	1,414	1,414	475	750
ST. ANDREWS PRESBYTERIAN COLLEGE Laurinburg 28352	1958 Coed	Alvin P. Perkinson President	B	**544**	2,100	2,100	425	700
ST. AUGUSTINE'S COLLEGE Raleigh 27611	1867 Coed	Prezell R. Robinson President	B	**1,529**	1,495	1,495	360-420	515
SALEM COLLEGE Winston-Salem 27108	1772 Women	John H. Chandler President	B	**630**	2,949	2,949	350	650
SHAW UNIVERSITY Raleigh 27602	1865 Coed	James A. Hargraves President	B,FP[d]	**1,535**	1,900	1,900	330	540
WAKE FOREST UNIVERSITY Winston-Salem 27109	1834 Coed	James R. Scales President	B,M,FP[e],D	**4,442**	2,400	2,400	400-580	590-730
WARREN WILSON COLLEGE Swannanoa 28778	1894 Coed	Reuben A. Holden President	B	**461**	2,100	2,100	400	560
THEOLOGICAL SEMINARY								
SOUTHEASTERN BAPTIST THEOLOGICAL SEMINARY Wake Forest 27587	1950 Coed	W. Randall Lolley President	M,FP[d],D	**796**	202	202	180-240	540-720
BIBLE COLLEGES								
JOHN WESLEY COLLEGE Greensboro 27407	1932 Coed	Calvin B. Johnson President	B	**68**	1,180	1,180	260	635
PIEDMONT BIBLE COLLEGE Winston-Salem 27101	1945 Coed	Donald K. Drake President	B	**482**	945	945	320	650
JUNIOR COLLEGES								
BREVARD COLLEGE Brevard 28712	1853 Coed	Robert A. Davis President	A	**515**	1,325	1,325	315-335	650
CHOWAN COLLEGE Murfreesboro 27855	1848 Coed	Bruce E. Whitaker President	A	**1,022**	1,295	1,445	400	500
LEES-MCRAE COLLEGE Banner Elk 28604	1900 Coed	H. C. Evans, Jr. President	A	**712**	1,215	1,215	480	585
LOUISBURG COLLEGE Louisburg 27549	1787 Coed	J. Allen Norris, Jr. President	A	**580**	1,400	1,600	375-550	625
MONTREAT-ANDERSON COLLEGE Montreat 28757	1916 Coed	Silas M. Vaughn President	A	**427**	1,326	1,326	400	674
MOUNT OLIVE COLLEGE Mount Olive 28365	1951 Coed	William B. Raper President	A	**399**	1,350	1,350	425	575
PEACE COLLEGE Raleigh 27602	1857 Women	S. David Frazier President	A	**524**	2,780****	2,780****	-	-
ST. MARY'S COLLEGE Raleigh 27611	1842 Women	Frank W. Pisani President	A	**308**	1,784	1,784	1,127	632
WINGATE COLLEGE Wingate 28174	1896 Coed	Thomas E. Corts President	A	**1,172**	1,070	1,070	370	500

---

*A-Associate degree; B-Bachelor's degree; M-Master's degree; FP-First Professional degree; and D-Doctorate degree.

**College parallel only.

***Includes board.

****Includes fees, room, and board. The charges range from $2,720 to $2,880 (depending on room assignment).

a/First professional degree offered in law.

b/First professional degrees offered in dentistry, medicine, and law.

c/First professional degrees offered in medicine, law, and theology.

d/First professional degree offered in theology.

e/First professional degrees offered in medicine and law.

Table A-2-2

APPLICATIONS, ACCEPTANCES, AND ENROLLEES OF FIRST-TIME STUDENTS BY LEVEL IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION, FALL 1975

APPLICATIONS, ACCEPTANCES, AND ENROLLEES BY LEVEL	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	MILITARY CENTERS	TOTAL
First-Time Undergraduate																		
Applications	3,760	5,445	698	966	2,197	1,646	201	6,738	625	444	9,886	2,104	2,575	1,120	2,028	807	193	41,433
Acceptances	2,906	4,600	670	889	1,752	1,372	138	4,877	625	380	4,533	1,566	2,076	947	1,838	661	182	30,012
Enrollees	1,828	2,488	542	526	1,096	952	114	2,943	518	218	2,959	956	1,312	585	1,336	470	157	19,000
Undergraduate Transfer																		
Applications	1,207	1,545	141	220	374	355	136	1,544	316	171	2,388	1,606	1,002	615	694	134	130	12,578
Acceptances	1,128	1,157	141	200	311	234	98	1,063	316	162	1,258	1,326	949	515	624	120	126	9,728
Enrollees	810	721	128	100	217	145	76	710	244	112	871	998	711	351	512	88	112	6,906
First-Time First Professional																		
Applications	-	-	-	-	-	330	-	-	-	-	4,732	-	-	-	-	-	-	5,062
Acceptances	-	-	-	-	-	105	-	-	-	-	826	-	-	-	-	-	-	931
Enrollees	-	-	-	-	-	59	-	-	-	-	460	-	-	-	-	-	-	519
First Professional Transfer																		
Applications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Acceptances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Enrollees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
First-Time Graduate																		
Applications	410	988	-	-	288	307	-	2,387	-	-	9,952	697	901	-	434	-	235	16,599
Acceptances	383	652	-	-	272	183	-	1,408	-	-	3,354	561	757	-	323	-	207	8,100
Enrollees	244	511	-	-	225	131	-	640	-	-	1,491	257	470	-	231	-	193	4,393
Graduate Transfer																		
Applications	-	62	-	-	29	2	-	-	-	-	-	-	-	-	62	-	38	193
Acceptances	-	57	-	-	29	2	-	-	-	-	-	-	-	-	40	-	35	163
Enrollees	-	18	-	-	29	2	-	-	-	-	-	-	-	-	34	-	33	116

Table A-2-3

UNDERGRADUATE TRANSFERS TO NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1966 TO FALL 1975

Type of Institution	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975 Number	Fall 1975 % Change Over 1974
To Public Senior Institutions:											
From Community Colleges	104	258	482	730	988	1,326	1,535	1,698	1,947	2,071	6.4%
From Private Junior Colleges	822	896	1,055	1,020	1,177	1,131	1,113	1,145	1,040	1,067	2.6
From Public Senior Institutions	-	610	611	743	929	1,090	1,059	1,235	1,343	1,422	5.9
From Private Senior Institutions	-	471	565	687	695	686	584	668	611	730	19.5
From Out-of-State Institutions	-	1,279	1,161	1,260	1,257	1,278	1,159	1,350	1,461	1,462	0.1
Subtotal	-	3,514	3,874	4,440	5,046	5,511	5,450	6,096	6,402	6,752	5.5
To Private Senior Institutions:											
From Community Colleges	44*	81	147	164	193	293	395	395	473	564	19.2
From Private Junior Colleges	385*	499	585	511	514	498	491	387	350	430	22.9
From Public Senior Institutions	-	286	251	283	353	397	401	371	413	442	7.0
From Private Senior Institutions	-	223	224	256	204	230	208	208	211	202	-4.3
From Out-of-State Institutions	-	673	784	780	771	834	823	886	996	951	-4.5
Subtotal	-	1,762**	1,991**	1,994**	2,035**	2,252**	2,318**	2,247**	2,443	2,589	6.0
To Community Colleges:											
From Community Colleges	-	-	36	87	138	202	207	320	311	500	60.8
From Private Junior Colleges	-	-	182	190	245	212	203	188	187	209	11.8
From Public Senior Institutions	-	-	301	375	577	647	652	640	667	855	28.2
From Private Senior Institutions	-	-	175	236	324	249	287	258	286	308	7.7
From Out-of-State Institutions	-	-	194	260	455	466	478	626	621	872	40.4
Subtotal	-	-	888***	1,148	1,739	1,776	1,827	2,032	2,072	2,744	32.4
To Private Junior Colleges:											
From Community Colleges	-	18	15	19	21	21	39	29	29	41	41.4
From Private Junior Colleges	-	34	33	23	24	22	20	9	15	13	-13.3
From Public Senior Institutions	-	60	73	41	59	60	50	37	43	63	46.5
From Private Senior Institutions	-	41	30	32	22	19	19	13	27	25	-7.4
From Out-of-State Institutions	-	111	132	103	82	75	57	91	84	99	17.9
Subtotal	-	264	283	218	208	197	185	179	198	241	21.7
TOTAL TRANSFERS TO NORTH CAROLINA INSTITUTIONS	-	-	7,036	7,800	9,028	9,736	9,780	10,554	11,115	12,326	10.9

*Does not include Campbell College, Duke University, and Queens College.

**Does not include Duke University.

***Does not include Central Piedmont Community College.

-Data not available or not applicable.

Table A-2-4

ENROLLMENT BY MAJOR FIELD OF STUDY IN THE UNIVERSITY OF NORTH CAROLINA,* FALL 1975

MAJOR FIELD OF STUDY	FULL-TIME STUDENTS						PART-TIME STUDENTS			TOTAL STUDENTS
	Undergraduate	Unclassified	Graduate			First Professional	Undergraduate	Graduate	First Professional	
			Master's	Doctor's	Total					
Undecided/Undeclared	16,753	1,340	266	-	266	-	3,181	1,653	-	23,193
Agriculture and Natural Resources	1,878	-	81	18	99	-	143	142	-	2,262
Architecture and Environmental Design	650	-	205	24	229	-	44	40	-	963
Biological Sciences	3,586	-	250	229	479	-	258	502	-	4,825
Business and Management	9,158	-	461	42	503	-	1,073	791	-	11,525
Computer and Information Sciences	351	-	11	15	26	-	31	54	-	462
Education	9,888	-	1,057	187	1,244	-	851	4,406	-	16,389
Engineering	4,348	-	162	14	176	-	386	158	-	5,068
Foreign Languages	425	-	44	82	126	-	32	87	-	670
Nursing	2,860	-	79	4	83	-	371	17	-	3,331
Dentistry	-	-	-	-	-	329	-	-	-	329
Medicine	-	-	-	-	-	523	1	-	-	524
Home Economics	1,430	-	73	18	91	-	84	186	-	1,791
Law	6	-	-	-	-	869	-	-	13	888
Library Science	58	-	159	-	159	-	6	124	-	347
Mathematics	1,227	-	65	32	97	-	261	164	-	1,749
Physical Sciences	1,514	-	83	108	191	-	105	280	-	2,090
Psychology	2,447	-	167	117	284	-	254	181	-	3,166
Social Work and Helping Services	296	-	151	6	157	-	25	117	-	595
Social Sciences	7,223	-	277	227	504	-	595	502	-	8,824
Business and Commerce Technologies	10	-	-	-	-	-	-	-	-	10
Health Services and Paramedical Tech.	62	-	-	-	-	-	28	-	-	90
Natural Science Technologies	363	-	-	-	-	-	18	-	-	381
All Other Fields	10,617	-	800	291	1,091	-	1,946	1,902	-	15,556
TOTAL	75,150	1,340	4,391	1,414	5,805	1,721	9,693	11,306	13	105,028

*Includes enrollment in military centers.

Table A-2-5

GEOGRAPHIC ORIGIN OF UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1975

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
PUBLIC INSTITUTIONS										
UNIVERSITY OF NORTH CAROLINA										
Appalachian	551	7.2%	616	8.1%	6,040	79.0%	433	5.7%	7,640	100.0%
East Carolina	1,149	11.4	1,297	12.9	6,473	64.1	1,175	11.6	10,094	100.0
Elizabeth City	415	25.5	134	8.2	913	56.0	167	10.3	1,629	100.0
Fayetteville	900	45.0	197	9.8	702	35.1	203	10.1	2,0[illegible]	100.0
N.C. A and T	1,128	25.0	379	8.4	2,219	49.2	785	17.4	4,511	100.0
N.C. Central	902	23.1	394	10.1	2,208	56.6	396	10.2	3,900	100.0
N.C. School of the Arts	48	12.3	24	6.2	101	25.9	217	55.6	390	100.0
N.C. State University*	3,439	24.9	1,069	7.8	7,928	57.4	1,369	9.9	13,805	100.0
Pembroke	1,089	49.9	661	30.3	393	18.0	40	1.8	2,183	100.0
UNC-Asheville	895	63.7	194	13.8	258	18.4	57	4.1	1,404	100.0
UNC-Chapel Hill	919	6.5	1,288	9.1	9,784	69.3	2,124	15.1	14,115	100.0
UNC-Charlotte	2,916	46.6	1,092	17.4	2,003	32.0	252	4.0	6,263	100.0
UNC-Greensboro	2,403	35.9	1,397	20.9	2,347	35.1	540	8.1	6,687	100.0
UNC-Wilmington	1,714	51.8	212	6.4	1,251	37.8	132	4.0	3,309	100.0
Western Carolina	494	9.3	550	10.3	3,891	73.1	389	7.3	5,324	100.0
Winston-Salem	741	35.7	160	7.7	1,056	51.0	116	5.6	2,073	100.0
UNC Total	19,703	23.1	9,664	11.3	47,567	55.8	8,395	9.8	85,329	100.0
COMMUNITY COLLEGES**										
Caldwell	312	71.2	115	26.3	4	0.9	7	1.6	438	100.0
Central Piedmont	2,187	86.8	244	9.7	70	2.8	18	0.7	2,519	100.0
Coastal Carolina	432	64.6	21	3.1	22	3.3	194	29.0	669	100.0
College of The Albemarle	182	45.4	75	18.7	95	23.7	49	12.2	401	100.0
Craven	243	80.2	34	11.2	8	2.6	18	6.0	303	100.0
Davidson County	319	47.8	342	51.3	-	-	6	0.9	667	100.0
Gaston	660	75.1	174	19.8	28	3.2	17	1.9	879	100.0
Isothermal	365	77.5	94	19.9	6	1.3	6	1.3	471	100.0
Lenoir	352	60.4	182	31.2	37	6.3	12	2.1	583	100.0
Mitchell	376	83.0	42	9.3	29	6.4	6	1.3	453	100.0
Rockingham	387	69.0	151	26.9	10	1.8	13	2.3	561	100.0
Sandhills	335	50.8	206	31.2	97	14.7	22	3.3	660	100.0
Southeastern	322	62.3	142	27.4	34	6.6	19	3.7	517	100.0
Surry	299	68.4	98	22.4	6	1.4	34	7.8	437	100.0
Wayne	510	83.1	70	11.4	27	4.4	7	1.1	614	100.0

Table A-2-5 Cont.

GEOGRAPHIC ORIGIN OF UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1975

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
COMMUNITY COLLEGES (Cont.)										
Western Piedmont	288	75.8%	76	20.0%	10	2.6%	6	1.6%	380	100.0
Wilkes	281	72.8	94	24.4	11	2.8	-	-	386	100.0
Community Colleges Total	7,850	71.8	2,160	19.7	494	4.5	434	4.0	10,938	100.0
PUBLIC TOTAL	27,553	28.6	11,824	12.3	48,061	49.9	8,829	9.2	96,267	100.0
PRIVATE INSTITUTIONS										
SENIOR COLLEGES & UNIV.										
Atlantic Christian	321	19.5	367	22.3	599	36.3	361	21.9	1,648	100.0
Barber-Scotia	42	8.7	67	14.0	155	32.3	216	45.0	480	100.0
Belmont Abbey	184	24.6	78	10.4	41	5.5	445	59.5	748	100.0
Bennett	70	12.1	40	6.9	128	22.1	341	58.9	579	100.0
Campbell	330	19.1	582	33.8	504	29.2	308	17.9	1,724	100.0
Catawba	182	17.8	138	13.5	178	17.5	522	51.2	1,020	100.0
Davidson	80	6.3	43	3.4	293	22.9	862	67.4	1,278	100.0
Duke	DATA NOT AVAILABLE									
Elon	596	27.0	293	13.3	584	26.4	737	33.3	2,210	100.0
Gardner-Webb*	253	20.2	219	17.5	373	29.9	405	32.4	1,250	100.0
Greensboro	137	25.9	67	12.6	169	31.9	157	29.6	530	100.0
Guilford	593	35.6	296	17.8	257	15.5	518	31.1	1,664	100.0
High Point	329	29.1	195	17.2	137	12.1	471	41.6	1,132	100.0
Johnson C. Smith	223	16.2	43	3.1	238	17.3	873	63.4	1,377	100.0
Lenoir Rhyne	230	17.9	199	15.5	492	38.3	364	28.3	1,285	100.0
Livingstone	104	12.1	48	5.6	308	36.0	397	46.3	857	100.0
Mars Hill	177	10.5	293	17.3	535	31.7	683	40.5	1,688	100.0
Meredith	165	11.0	123	8.2	995	66.1	222	14.7	1,505	100.0
Methodist	372	59.2	45	7.2	153	24.4	58	9.2	628	100.0
N.C. Wesleyan	46	9.9	180	38.5	134	28.7	107	22.9	467	100.0
Pfeiffer	233	22.5	210	20.3	308	29.7	285	27.5	1,036	100.0
Queens	239	41.9	41	7.2	88	15.4	203	35.5	571	100.0
Sacred Heart	117	51.8	53	23.4	16	7.1	40	17.7	226	100.0
St. Andrews	20	3.7	24	4.4	195	35.8	305	56.1	544	100.0
St. Augustine's	431	28.2	79	5.2	340	22.2	679	44.4	1,529	100.0
Salem	128	20.3	41	6.5	191	30.3	270	42.9	630	100.0
Shaw	124	8.0	71	4.5	483	31.1	877	56.4	1,555	100.0
Wake Forest*	287	9.7	232	7.8	840	28.3	1,606	54.2	2,965	100.0

Table A-2-5 Cont.

GEOGRAPHIC ORIGIN OF UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1975

INSTITUTION	COUNTY OF LOCATION Number of Students	COUNTY OF LOCATION Percent of Total	ADJACENT COUNTIES Number of Students	ADJACENT COUNTIES Percent of Total	ALL OTHER N.C. COUNTIES Number of Students	ALL OTHER N.C. COUNTIES Percent of Total	OUT-OF-STATE Number of Students	OUT-OF-STATE Percent of Total	TOTAL UNDERGRADUATE ENROLLMENT Number of Students	TOTAL UNDERGRADUATE ENROLLMENT Percent
SENIOR COLLEGES & UNIV. (Cont.)										
Warren Wilson	79	17.1%	13	2.8%	50	10.9%	319	69.2%	461	100.0%
Senior Colleges and Universities Total	6,092	19.3	4,080	12.9	8,784	27.8	12,631	40.0	31,587	100.0
THEOLOGICAL SEMINARY										
Southeastern Baptist Theological Seminary	DATA NOT AVAILABLE									
BIBLE COLLEGES										
John Wesley	29	42.7	16	23.5	16	23.5	7	10.3	68	100.0
Piedmont	123	25.5	58	12.0	98	20.4	203	42.1	482	100.0
Bible Colleges Total	152	27.6	74	13.5	114	20.7	210	38.2	550	100.0
JUNIOR COLLEGES										
Brevard	56	10.9	45	8.7	207	40.2	207	40.2	515	100.0
Chowan	53	5.2	61	6.0	331	32.4	577	56.4	1,022	100.0
Lees-McRae	37	5.2	28	3.9	418	58.7	229	32.2	712	100.0
Louisburg	86	14.8	197	34.0	215	37.1	82	14.1	580	100.0
Montreat-Anderson	86	20.2	12	2.8	141	33.0	188	44.0	427	100.0
Mt. Olive	104	26.1	101	25.3	178	44.6	16	4.0	399	100.0
Peace	103	19.7	71	13.5	300	57.3	50	9.5	524	100.0
St. Mary's	54	17.5	12	3.9	173	56.2	69	22.4	308	100.0
Wingate	188	16.0	212	18.1	621	53.0	151	12.9	1,172	100.0
Junior Colleges Total	767	13.6	739	13.0	2,584	45.7	1,569	27.7	5,659	100.0
PRIVATE TOTAL	7,011	18.6	4,893	12.9	11,482	30.4	14,410	38.1	37,796	100.0
GRAND TOTAL	34,564	25.8	16,717	12.5	59,543	44.4	23,239	17.3	134,063	100.0

*Does not include students in terminal occupational programs.

**College parallel students only.

NOTE: Totals do not include institutions for which data are not available. In-state or out-of-state residence status for this table is the actual origin of the student and does not necessarily imply residence status for tuition purposes.

Table A-2-6

ENROLLMENT BY TYPE OF HOUSING IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1975

INSTITUTION	TOTAL RESIDENT CREDIT ENROLLMENT	COLLEGE-OWNED (OR RELATED) HOUSING: College Dormitories: Number Actually Housed	% of Total Enrollment in Dorms	Normal Capacity	% of Normal Capacity Used	Married Student Housing	Fraternity and Sorority Housing	Other College Owned Housing	NON-COLLEGE HOUSING: Privately Housed in Community	Commuters from Home	TYPE OF HOUSING UNKNOWN
Appalachian	8,541	4,011	47.0%	4,064	98.7%	171	-	-	3,355	1,004	-
East Carolina	11,725	5,606	47.8	5,529	101.4	-	376	-	-*	-*	5,743
Elizabeth City	1,629	951	58.4	752	126.5	-	-	-	203	475	-
Fayetteville	2,002	1,043	52.1	839	124.3	-	-	-	209	731	19
N.C. A and T	5,345	2,698	50.5	2,670	101.0	-	-	-	-	2,647	-
N.C. Central	4,730	2,000	42.3	1,922	104.1	-	-	-	1,055	1,672	3
N.C. State University	17,471	5,775	33.1	5,540	104.2	325	645	7	-*	-*	10,719
Pembroke	2,183	564	25.8	834	67.6	-	29	-	-	1,590	-
UNC-Asheville	1,404	238	17.0	332	71.7	-	-	-	-**	1,166	-
UNC-Chapel Hill	20,536	6,631	32.3	6,617	100.2	400	980	-	10,950	1,575	-
UNC-Charlotte	7,570	1,950	25.8	1,960	99.5	-	-	-	1,799	3,821	-
UNC-Greensboro	9,459	3,624	38.3	3,869	93.7	-	-	8	-	5,827	-
UNC-Wilmington	3,309	394	11.9	400	98.5	-	24	-	-	2,891	-
Western Carolina	6,419	2,986	46.5	3,736	79.9	-	149	-	2,178	1,106	-
Winston-Salem	2,073	1,147	55.3	1,076	106.6	-	-	-	125	801	-
Total	104,396	39,618	37.9	40,140	98.7	896	2,203	15	19,874	25,306	16,484
Percent of Total Enrollment		(37.9%)				(0.9%)	(2.1%)	(0)	(19.0%)	(24.3%)	(15.8%)
N.C. School of the Arts***	575	436	75.8	468	93.2	-	-	-	-	139	-

*Included in the Housing Unknown category.
**Included in the Commuters from Home category.
***Includes high school students.

(0) - represents percentage less than 0.05.

Table A-2-7

REGISTRATIONS IN DEGREE CREDIT EXTENSION IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND DISCIPLINE, 1974-75

Institution and Level	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Consumer Economics and Home Management	Law	Letters	Library Sciences	Mathematics	Military Sciences	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Civic and Community Affairs	Theology	Interdisciplinary Studies	Other	Total
Appalachian																												
Undergraduate	-	-	-	-	69	39	-	221	35	73	-	-	17	-	-	144	-	-	-	-	235	-	70	-	-	-	-	903
Graduate	-	-	-	-	105	-	-	6,428	-	52	-	-	-	-	-	-	-	-	-	-	478	-	241	-	-	-	-	7,304
Total	-	-	-	-	174	39	-	6,649	35	125	-	-	17	-	-	144	-	-	-	-	713	-	311	-	-	-	-	8,207
East Carolina																												
Undergraduate	-	-	-	766	382	-	-	88	47	334	170	141	49	-	-	1,955	-	1,028	-	6	725	27	1,943	-	-	-	-	7,661
Graduate	-	-	-	-	173	-	-	5,991	-	-	-	-	-	-	-	-	-	48	-	113	-	-	200	-	-	-	-	6,525
Total	-	-	-	766	555	-	-	6,079	47	334	170	141	49	-	-	1,955	-	1,076	-	119	725	27	2,143	-	-	-	-	14,186
Fayetteville																												
Undergraduate	-	-	-	97	470	8	66	186	-	51	133	-	-	-	102	964	-	510	-	182	249	33	1,969	-	-	-	-	5,020
N.C. A & T																												
Undergraduate	-	20	-	378	249	135	-	457	99	255	-	-	37	-	-	-	-	22	13	172	108	-	356	-	-	-	-	2,301
Graduate	132	-	-	22	-	109	-	1,772	77	-	-	-	-	-	-	-	-	61	-	56	656	-	263	-	-	-	-	3,148
Total	132	20	-	400	249	244	-	2,229	176	255	-	-	37	-	-	-	-	83	13	228	764	-	619	-	-	-	-	5,449
N.C. State University																												
Undergraduate	242	78	-	223	1,387	26	101	883	293	8	151	-	-	-	-	708	-	469	19	292	158	-	1,812	-	19	27	60	6,956
Graduate	70	20	-	81	449	-	12	1,428	261	-	3	-	-	-	-	41	-	41	-	22	173	322	1,013	-	-	1	2	3,889
Total	312	98	-	304	1,836	26	113	2,311	554	8	154	-	-	-	-	749	-	510	19	314	281	322	2,825	-	19	28	62	10,845
Pembroke																												
Undergraduate	-	-	-	93	95	-	-	111	-	101	2	-	-	-	-	527	-	68	-	51	92	-	630	-	-	-	-	1,770
UNC-Asheville																												
Undergraduate	-	-	-	18	-	-	-	76	-	2	-	21	-	-	-	5	-	-	-	48	60	-	-	-	-	-	-	230
UNC-Chapel Hill (AA)																												
Undergraduate	3	-	-	198	244	85	25	472	1	424	276	28	-	-	1	794	4	295	-	348	304	2	1,072	2	-	1	-	4,579
Graduate	-	-	-	110	76	18	43	909	-	22	24	250	-	-	-	41	50	6	-	8	29	4	103	69	-	6	-	1,768
Total	3	-	-	308	320	103	68	1,381	1	446	300	278	-	-	1	835	54	301	-	356	333	6	1,175	71	-	7	-	6,347
UNC-Charlotte																												
Undergraduate	-	-	-	-	-	-	-	-	-	-	-	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39
Graduate	-	-	-	-	-	-	-	796	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	-	-	-	-	827
Total	-	-	-	-	-	-	-	796	-	-	-	39	-	-	-	-	-	-	-	-	-	-	31	-	-	-	-	866
UNC-Greensboro																												
Undergraduate	-	-	-	204	-	-	-	69	-	181	91	-	-	-	-	279	-	64	-	36	132	-	475	-	-	-	-	1,531
Graduate	-	-	-	-	23	-	-	485	-	138	-	-	101	6	-	-	-	-	-	-	45	-	-	-	-	-	-	798
Total	-	-	-	204	23	-	-	554	-	319	91	-	101	6	-	279	-	64	-	36	177	-	475	-	-	-	-	2,329
UNC-Wilmington																												
Undergraduate	-	-	-	162	173	-	-	98	-	119	33	26	-	-	-	349	-	203	-	29	263	-	496	-	55	-	-	2,006
Western Carolina																												
Undergraduate	-	-	-	68	1,704	-	559	65	-	884	-	261	22	-	190	421	-	259	-	197	207	-	603	-	216	-	-	5,656
Graduate	-	-	-	16	495	3	92	3,743	-	145	-	21	-	-	51	75	-	99	-	152	939	-	76	-	-	-	-	5,907
Total	-	-	-	84	2,199	3	651	3,808	-	1,029	-	282	22	-	241	496	-	358	-	349	1,146	-	679	-	216	-	-	11,563
UNC TOTAL																												
Undergraduate	245	98	-	2,207	4,773	293	751	2,726	475	2,432	856	516	125	-	293	6,166	4	2,918	32	1,361	2,533	62	9,426	2	290	28	60	38,652
Graduate	202	20	-	229	1,321	130	147	21,552	338	357	27	271	101	6	51	157	50	255	-	351	2,270	326	1,927	69	-	7	2	30,166
Total	447	118	-	2,436	6,094	423	898	24,278	813	2,789	883	787	226	6	344	6,303	54	3,173	32	1,712	4,803	388	11,353	71	290	35	62	68,818

Table A-2-8

REGISTRATIONS IN NONDEGREE CREDIT EXTENSION IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND DISCIPLINE, 1974-75

Institution and Level	Architecture	Area Studies	Biological Sciences	Business and Management	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Law	Letters	Library Science	Mathematics	Military Sciences	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Civic and Community Affairs	Theology	Interdisciplinary Studies	Other*	Total
Appalachian																								
Undergraduate	-	-	-	-	-	658	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	658
East Carolina																								
Graduate	-	-	-	-	-	755	-	-	-	-	26	66	-	264	-	-	-	-	31	-	-	-	-	1,142
Fayetteville																								
Undergraduate**	-	28	-	33	-	-	-	-	-	-	-	-	-	38	-	-	-	21	-	-	-	-	72	192
N.C. School of the Arts																								
Graduate	-	-	-	-	-	-	-	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17
N.C. State University																								
Undergraduate	-	-	-	-	-	-	93	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	93
Graduate	-	-	-	-	-	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32
Total	-	-	-	-	-	32	93	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	125
UNC-Chapel Hill (AA)																								
Undergraduate	-	-	-	-	-	19	-	-	-	1,805	-	-	-	-	-	-	-	-	35	-	-	-	-	1,859
UNC-Charlotte																								
Undergraduate**	11	-	-	-	-	35	4	-	-	-	41	-	-	-	-	-	-	-	13	-	-	-	87	191
UNC-Greensboro																								
Undergraduate**	-	-	-	-	-	-	-	22	13	822	-	71	-	-	-	-	18	-	-	-	-	25	180	1,151
Graduate	-	-	-	-	-	11	-	-	-	-	-	-	164	-	-	-	20	-	120	-	-	19	-	334
Total	-	-	-	-	-	11	-	22	13	822	-	71	164	-	-	-	38	-	120	-	-	44	180	1,485
UNC-Wilmington																								
Undergraduate**	-	-	-	-	-	51	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	51
Western Carolina																								
Graduate	-	-	-	-	-	239	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	239
UNC TOTAL																								
Undergraduate**	11	28	-	33	-	763	97	22	13	2,627	41	71	-	38	-	-	18	21	48	-	-	25	339	4,195
Graduate	-	-	-	-	-	1,037	-	17	-	-	26	66	164	264	-	-	20	-	151	-	-	19	-	1,764
Total	11	28	-	33	-	1,800	97	39	13	2,627	67	137	164	302	-	-	38	21	199	-	-	44	339	5,959

*Includes occupational specialties.
**Includes unassigned registrations.

Table A-2-9

REGISTRATIONS IN NONCREDIT EXTENSION IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND DISCIPLINE, 1974-75

Institution and Level	Agriculture	Architecture	Area Studies	Biological Sciences	Business and Management	Communications	Computer Science	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Consumer Economics and Home Management	Law	Letters	Library Science	Mathematics	Military Sciences	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Civic and Community Affairs	Theology	Interdisciplinary Studies	Other*	Total
Appalachian																												
Undergraduate**	173	181	16	-	1,753	383	65	1,911	-	162	-	473	25	20	283	-	28	-	35	-	24	559	105	791	164	-	813	7,964
East Carolina																												
Undergraduate**	374	-	-	-	172	-	-	-	-	337	-	417	597	-	-	64	-	-	-	-	-	36	110	125	35	-	2,056	4,323
Fayetteville																												
Undergraduate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	160	-	-	-	160
N.C. Central																												
Undergraduate**	-	-	-	-	-	-	-	350	-	-	-	-	-	-	-	-	-	-	-	-	-	295	-	-	-	-	-	645
N.C. State University																												
Undergraduate**	2,952	86	-	113	1,520	13	241	637	1,851	530	-	-	-	-	-	115	88	-	-	-	-	233	35	215	-	850	3,649	13,128
Graduate	738	-	-	95	-	143	-	159	24	-	-	-	317	29	-	-	-	-	-	-	-	-	-	-	-	70	449	2,024
Total	3,690	86	-	208	1,520	156	241	796	1,875	530	-	-	317	29	-	115	88	-	-	-	-	233	35	215	-	920	4,098	15,152
UNC-Chapel Hill (AA)																												
Undergraduate**	-	-	-	168	70	865	58	222	2	633	83	12	-	57	688	190	151	33	-	-	35	1,241	5,530	80	-	134	5,216	15,468
Graduate	-	-	-	-	39	14	-	3,304	-	-	-	-	-	-	-	131	-	-	-	141	500	120	86	-	-	-	-	4,335
Total	-	-	-	168	109	879	58	3,526	2	633	83	12	-	57	688	321	151	33	-	141	535	1,361	5,616	80	-	134	5,216	19,803
UNC-Chapel Hill (HA)																												
Graduate	-	-	-	-	-	-	-	-	-	-	-	12,376	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,376
UNC-Charlotte																												
Undergraduate**	-	-	-	30	167	-	-	185	169	122	200	-	-	80	65	317	-	-	-	39	-	55	295	1,113	114	-	63	3,014
UNC-Greensboro																												
Undergraduate**	-	-	-	-	141	172	-	42	-	10	60	-	-	-	-	95	-	-	-	20	671	-	701	-	-	102	760	2,774
Graduate	-	-	-	-	24	-	-	860	-	-	-	-	-	-	-	-	-	-	-	-	177	-	171	-	-	-	-	1,232
Total	-	-	-	-	165	172	-	902	-	10	60	-	-	-	-	95	-	-	-	20	848	-	872	-	-	102	760	4,006
UNC-Wilmington																												
Undergraduate**	-	-	-	-	112	-	-	45	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	85	251	-	69	574
Western Carolina																												
Undergraduate	-	-	-	181	-	-	-	106	-	7,512	-	519	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,668	9,986
Graduate	-	-	-	104	152	-	-	1,060	-	701	-	534	-	-	-	8	-	614	-	626	-	-	-	-	-	-	-	3,799
Total	-	-	-	285	152	-	-	1,166	-	8,213	-	1,053	-	-	-	8	-	614	-	626	-	-	-	-	-	-	1,668	13,785
Winston-Salem																												
Undergraduate**	-	-	-	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	370	-	446
UNC TOTAL																												
Undergraduate**	3,499	267	16	568	3,935	1,433	364	3,498	2,022	9,306	355	1,421	622	157	1,036	781	267	33	35	59	730	2,419	6,776	2,569	564	1,456	14,294	58,482
Graduate	738	-	-	199	215	157	-	5,383	24	701	-	12,910	317	29	-	139	-	614	-	767	677	120	257	-	-	70	449	23,766
Total	4,237	267	16	767	4,150	1,590	364	8,881	2,046	10,007	355	14,331	939	186	1,036	920	267	647	35	826	1,407	2,539	7,033	2,569	564	1,526	14,743	82,248

*Includes occupational specialties.
**Includes unassigned and remedial registrations.

Table A-2-10

FULL-TIME AND PART-TIME EMPLOYEES* BY EMPLOYMENT CATEGORY AND INSTITUTION IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1975

INSTITUTION	EXEC./ADMIN./ MANAGERIAL	INSTRUCTIONAL FACULTY**	PROFESSIONAL	SECRETARIAL/ CLERICAL	TECH./PARA-PROFESSIONAL	SKILLED CRAFTS	SERVICE/ MAINTENANCE	TOTAL
FULL-TIME EMPLOYEES								
Appalachian	135	417	62	250	27	58	238	1,187
East Carolina	101	667	86	335	54	46	243	1,532
Elizabeth City	49	74	16	62	9	9	59	278
Fayetteville	33	132	26	65	9	13	52	330
N.C. A and T	71	316	37	197	44	23	248	936
N.C. Central	54	208	34	143	15	69	114	637
N.C. School of the Arts	19	58	5	26	11	2	5	126
N.C. State University***	190	1,262	177	819	483	218	482	3,631
Pembroke	22	110	15	44	15	17	36	259
UNC-Asheville	22	60	10	37	4	10	26	169
UNC-Chapel Hill	297	1,603	600	1,790	727	387	845	6,249
UNC-Charlotte	80	302	46	179	38	37	116	798
UNC-Greensboro	76	434	35	218	51	47	194	1,055
UNC-Wilmington	22	152	11	79	24	12	49	349
Western Carolina	93	252	56	164	18	35	177	795
Winston-Salem	28	113	21	82	3	16	78	341
Total Full-Time Employees	1,292	6,160	1,237	4,490	1,532	999	2,962	18,672
PART-TIME EMPLOYEES								
Appalachian	1	13	2	2	-	-	-	18
East Carolina	-	9	4	20	1	-	-	34
Elizabeth City	-	4	-	-	-	-	-	4
Fayetteville	-	-	-	-	-	-	-	-
N.C. A and T	1	13	-	-	2	-	6	22
N.C. Central	1	2	-	3	-	2	2	10
N.C. School of the Arts	-	25	3	6	8	-	-	42
N.C. State University***	-	6	6	75	6	1	5	99
Pembroke	-	4	-	-	-	-	-	4
UNC-Asheville	-	3	-	-	-	-	2	5
UNC-Chapel Hill	3	68	79	126	40	1	14	331
UNC-Charlotte	-	-	-	1	-	-	-	1
UNC-Greensboro	1	7	6	42	3	-	9	68
UNC-Wilmington	-	6	-	4	-	-	-	10
Western Carolina	-	1	-	-	-	-	-	1
Winston-Salem	-	4	-	-	-	-	-	4
Total Part-Time Employees	7	165	100	279	60	4	38	653

---

*Excludes non-resident aliens.

**Includes teaching assistants.

***Includes Agricultural Extension.

Table A-2-11

LIBRARY OPERATING EXPENDITURES IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1974-75

3/76

INSTITUTION	SALARIES AND WAGES			SUPPLIES AND MATERIALS				BINDING & REBINDING	LIBRARY EQUIPMENT	ALL OTHER LIBRARY OPERATING EXPENDITURES	TOTAL LIBRARY OPERATING EXPENDITURES
	Salaries & Wages of Lib. Staff	Fringe Benefits	Wages of Students Serving on Hourly Basis	Books	Periodicals	Microforms	Audio and/or Visual Supplies and Materials				
PUBLIC INSTITUTIONS											
UNIVERSITY OF NORTH CAROLINA											
Appalachian	$ 457,035	$ 73,902	$ 79,987	$ 470,273	$ 88,394	$ 18,790	$ 29,000	$ 38,066	$ 41,779	$ 9,583	$ 1,306,809
East Carolina a/	756,129	126,511	106,787	332,574	228,383	32,400	-	44,881	53,070	39,231	1,719,966
Elizabeth City	90,483	14,798	22,600	8,650	12,000	6,000	9,500	6,000	2,501	9,891	182,423
Fayetteville	148,627	23,332	3,955	4,513	20,324	3,684	10,617	1,551	7,006	118,118	341,727
N.C. A and T	376,977	59,618	6,850	170,101	-	-	-	-	2,568	14,885	630,999
N.C. Central b/	418,115	60,062	7,488	150,718	45,028	2,944	1,510	7,758	7,326	39,867	740,816
N.C. School of the Arts	59,486	9,052	-	39,663	3,330	172	7,578	3,064	2,685	2,477	127,507
N.C. State University	915,095	147,127	110,084	205,535	444,529	-	600	83,613	115,979	-	2,022,562
Pembroke	137,076	21,253	5,360	145,899	15,460	1,185	366	3,485	11,299	390	341,773
UNC-Asheville	91,320	15,376	6,967	27,780	24,727	436	-	8,143	6,934	17,338	199,021
UNC-Chapel Hill c/	2,337,884	354,722	203,626	778,018	454,129	92,766*	9,086	108,839	64,897	231,839	4,635,807
UNC-Charlotte	405,320	66,889	43,788	200,505*	144,210	5,150*	36,370*	26,527	29,003	29,853	987,615
UNC-Greensboro d/	727,202	114,752	85,422	168,696	153,605	21,836	34,782	24,754	30,584	127,423	1,489,056
UNC-Wilmington	166,176	26,676	9,571	143,031	25,065	13,718	55	11,413	5,725	22,140	423,570
Western Carolina	303,879	52,502	18,804	235,385	118,855	159,897	1,889	14,228	28,154	23,130	956,723
Winston-Salem	132,827	22,363	4,989	41,252	14,432	-	2,646	3,006	3,225	3,768	228,508
UNC Total	7,523,631	1,188,936	716,278	3,122,593	1,792,471	358,978	143,999	385,328	412,735	689,933	16,334,882
COMMUNITY COLLEGES											
Caldwell	39,001	5,850	6,436	11,348	2,609	1,100	7,673	122	56,900	762	131,801
Central Piedmont	246,408	36,626	11,759	79,608	5,610	6,010	98,291	454	11,897	34,764	531,427
Coastal Carolina	46,000	-	-	40,200	3,221	8,100	16,044	420	1,160	2,005	117,150
College of the Albemarle	49,328	6,431	-	30,581	3,387	3,241	10,078	788	430	1,877	106,141
Craven	34,662	5,578	-	32,963	2,184	597	4,668	88	-	6,497	87,237
Davidson County	97,059	-	5,556*	16,633	2,856	2,556*	10,462	-	19,512	6,273	160,907
Gaston	64,659	9,700	8,000	33,603	372	-	1,897	74	2,800	3,232	124,337
Isothermal	28,068	4,035	-	10,242	3,851	1,083	2,594	67	1,622	-	51,562
Lenoir	54,191	9,364	12,360	27,150	5,681	-	14,053	194	10,000	5,240	138,233
Mitchell	34,115	4,191	1,972	15,946	2,473	437	18,124	349	17,129	224	94,960
Rockingham	105,183	-	-	14,624	2,596	609	6,188	358	8,165	3,485	141,208
Sandhills	87,952	14,891	1,640	22,500	3,328	15,149	10,110	493	20,133	1,486	177,682
Southeastern	85,086	13,362	-	16,404	3,032	-	22,215	683	1,200	11,896	153,878
Surry	33,503	6,580	-	10,781	3,842	4,231	8,439	570	11,926	3,937	83,809
Wayne	122,503	20,414	10,951	21,195	1,902	1,957	30,742	116	73,599	3,246	286,625
Western Piedmont	118,870	19,021	1,936	18,725	3,706	1,239	9,157	-	20,861	1,671	195,186
Wilkes	91,240	-	5,939	19,213	3,018	2,730	13,044	808	25,862	8,033	169,887
Comm. Colleges Total	1,337,828	156,043	66,549	421,716	53,668	49,039	283,779	5,584	283,196	94,628	2,752,030
TECHNICAL INSTITUTES											
Anson	18,544	5,019	1,320	17,663	1,791	16,746	2,579	17	771	157	64,607
Asheville-Buncombe	47,208	8,568	4,019	54,447	4,120	5,250	4,296	-	1,058	2,777	131,743
Beaufort County	28,620	4,812	-	7,394	1,509	-	1,953	-	20,692	1,267	66,247
Bladen	DATA NOT AVAILABLE										
Blue Ridge	28,568	3,806	5,641	24,485	2,168	-	3,033	47	7,460	1,412	76,620
Cape Fear	87,312	12,904	-	34,729	1,763	-	8,572	472	28,875	1,500	176,127
Carteret	34,780	-	870	22,679	1,855	1,725	11,016	130	8,486	433	81,974
Catawba	66,466	11,249	1,799	13,478	2,040	1,899	10,293	210	4,072	3,898	115,404
Central Carolina	70,866	11,083	2,220	13,927	2,067	-	7,888	71	-	2,394	110,516
Cleveland County	91,524	15,285	-	46,968	2,355	-	8,778	6	29,578	6,539	201,033
Durham	DATA NOT AVAILABLE										

Table A-2-11 Cont.

LIBRARY OPERATING EXPENDITURES IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1974-75

INSTITUTION	SALARIES AND WAGES			SUPPLIES AND MATERIALS							
	Salaries & Wages of Lib. Staff	Fringe Benefits	Wages of Students Serving on Hourly Basis	Books	Periodicals	Microforms	Audio and/or Visual Supplies and Materials	BINDING & REBINDING	LIBRARY EQUIPMENT	ALL OTHER LIBRARY OPERATING EXPENDITURES	TOTAL LIBRARY OPERATING EXPENDITURES
TECHNICAL INSTITUTES (Cont.)											
Edgecombe	$ 31,082	$ 4,650	$ -	$ 22,000	$ 2,496	$ 1,220	$ 13,868	$ 138	$ 9,215	$ 1,617	$ 86,286
Fayetteville	68,417	12,925	5,584	26,142	2,344	1,118	68,225	-	92	3,122	187,969
Forsyth[e]	62,861	-	-	84,877	3,927	-	-	1,538	13,554	1,000	167,757
Guilford	137,865	22,324	7,098	39,581	7,723	2,775	35,174	285	30,961	2,483	286,269
Halifax County	45,852	6,878	3,200	18,472	1,937	-	22,473	202	4,892	456	104,362
Haywood	36,585	34,315	811	17,838	1,797	3,461	10,230	210	12,691	7,128	125,066
James Sprunt	32,340	-	-	29,000	1,800	600	8,000	-	12,000	-	83,740
Johnston	37,941	6,383	-	52,722	2,884	-	-	-	-	3,825	103,755
Martin	68,107	10,082	-	27,832	1,156	-	4,057	210	11,555	-	122,999
Mayland	36,132	-	-	10,203	1,122	570	3,010	39	12,822	6,518	70,416
McDowell	17,148	2,958	-	11,671	1,676	975	3,910	170	1,695	-	40,203
Montgomery	15,800	-	4,500	10,000	1,000	-	-	-	-	575	31,875
Nash	25,183	-	-	18,320	1,400	739	18,841	-	2,803	747	68,033
Pamlico	38,778	6,260	-	3,536	1,366	931	4,283	95	1,340	2,354	58,943
Piedmont	65,054	11,140	1,100	35,450	3,429	-	39,519	-	-	6,492	162,184
Pitt	70,066	10,805	4,119	28,369	5,122	1,142	54,344	316	25,691	12,618	212,592
Randolph	24,863	4,255	1,023	24,362	2,322	-	8,030	381	-	440	65,676
Richmond	37,164	6,050	5,706	20,548	1,954	-	595	369	774	1,594	74,754
Roanoke-Chowan	60,600	12,726	2,385	40,414	4,907	-	2,571	630	589	76	124,898
Robeson	32,403	5,216	3,343	32,478	1,761	570*	1,564	73	2,004	1,235	80,647
Rowan	78,867	5,980*	1,394	9,650	2,159	643	10,752	210	9,274	4,031	122,960
Sampson	32,854	5,630	2,640	16,454	2,678	864	188	-	12,689	1,169	75,166
Southwestern	27,161	5,911	1,542	40,582	2,739	1,649	8,484	-	18,471	2,290	108,829
Stanly	16,347	3,290	7,300	24,475	1,742	-	10,682	194	-	2,505	66,535
T. I. of Alamance	51,948	7,539	-	19,625	1,377	1,240	4,656	-	10,001	820	97,206
Tri-County	33,368	5,562	-	12,797	3,854	3,250	24,842	352	5,294	1,135	90,454
Vance-Granville	17,784	-	-	16,480	1,662	2,500*	10,148*	42	4,207	931	53,754
Wake	109,797	13,388	-	36,522	1,671	-	871	69	20,986	2,713	186,017
Wilson County	78,331	13,079	591	18,493	2,050	261	3,056	197	6,668	-	122,726
Technical Institutes Total	1,864,586	290,072	68,205	984,663	91,723	50,128	430,781	6,673	331,260	88,251	4,206,342
PUBLIC TOTAL	10,726,045	1,635,051	851,032	4,528,972	1,937,862	458,145	858,559	397,585	1,027,191	872,812	23,293,254
PRIVATE INSTITUTIONS											
SENIOR COLLEGES AND UNIVERSITIES											
Atlantic Christian	53,290	-	7,864	27,356	6,893	1,322	1,956	2,978	2,993	150	104,802
Barber-Scotia	48,367	2,960	11,741	22,247	4,442	-	1,117	-	1,205	3,931	96,010
Belmont Abbey	48,937	12,727	1,043	16,472	5,710	585	113	1,295	2,287	3,100	92,269
Bennett	43,573	4,593	2,900	10,938	7,231	-	2,317	1,353	307	2,400	75,612
Campbell	85,192	7,429	21,597	25,760	14,056	5,381	597	5,979	1,818	31,585	199,394
Catawba	56,212	6,436	6,094	33,182	12,693	4,938	443	1,645	200	1,716	123,559
Davidson	132,521	21,129	8,007	105,468	35,919	-	-	12,484	11,243	12,106	338,877
Duke[f]	1,887,549	226,198	140,650	951,808	-	-	-	85,936	120,491	89,711	3,502,343
Elon	61,519	10,603	16,078	18,674	10,331	-	573	2,291	2,729	4,476	127,274
Gardner-Webb	77,219	-	32,187	50,000	11,700	-	5,000	5,200	-	10,000	191,306
Greensboro	44,920	6,454	3,624	19,685	11,346	729	500*	1,500	164	2,375	91,297
Guilford	88,045	7,868	6,069	48,940	18,025	1,094	4,614	2,610	2,586	3,573	183,424
High Point	43,578	4,472	17,426	19,917	14,898	-	4,858	2,729	-	1,432	109,310
Johnson C. Smith	70,664	9,123	21,275	14,686	6,759	4,413	6,063	1,637	3,570	4,237	142,427
Lenoir Rhyne	82,042	9,364	17,506	35,926	16,171	5,199	-	2,169	2,236	3,408	174,021
Livingstone	51,049	5,333	12,695	7,860	3,280	673	1,654	764	43	185	83,536

Table A-2-11 Cont.

LIBRARY OPERATING EXPENDITURES IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1974-75

INSTITUTION	SALARIES AND WAGES: Salaries & Wages of Lib. Staff	SALARIES AND WAGES: Fringe Benefits	SALARIES AND WAGES: Wages of Students Serving on Hourly Basis	SUPPLIES AND MATERIALS: Books	SUPPLIES AND MATERIALS: Periodicals	SUPPLIES AND MATERIALS: Microforms	SUPPLIES AND MATERIALS: Audio and/or Visual Supplies and Materials	BINDING & REBINDING	LIBRARY EQUIPMENT	ALL OTHER LIBRARY OPERATING EXPENDITURES	TOTAL LIBRARY OPERATING EXPENDITURES
SENIOR COLLEGES & UNIV. (Cont.)											
Mars Hill	$ 65,638	$ 5,061	$ 7,078	$ 39,527	$ 16,044	$ 662	$ 134	$ 3,138	$ 816	$ 5,105	$ 143,203
Meredith	51,700	5,230	12,106	37,544	7,244	4,564	6,653	868	2,826	1,829	128,584
Methodist	32,139	2,456	11,397	18,219	4,889	784	346	175	475	1,352	72,232
N.C. Wesleyan	26,803*	2,006*	6,283	5,965	9,559	511	782	1,795	700	4,535*	58,939
Pfeiffer	50,565	10,113	6,185	33,404	12,352	742	1,115	2,895	-	4,122	121,493
Queens	60,082	-	180	21,208	14,663	-	-	2,190	327	899	99,549
Sacred Heart	32,284	2,715*	1,156	4,278	2,965	654	614	439	-	1,719	46,824
St. Andrews	62,908	7,200	12,866	10,782	20,173	658	-	2,701	362	4,958	122,608
St. Augustine's	75,000	-	4,725	43,600	6,600	-	-	3,000	2,100	2,275	137,300
Salem	42,890	-	-	38,064	11,000	425	-	1,640	1,452	3,132	98,603
Shaw	54,552	3,165	-	23,588	4,728	-	1,439	937	141	9,403	97,953
Wake Forest g/	528,653	78,211*	82,865	402,506	221,262	30,622	3,470	42,243	14,488	89,697	1,494,017
Warren Wilson	20,024	5,503	21,277	15,090	8,907	1,100	-	2,254	596	1,646	76,397
Sr. Col. & Univ. Total	3,977,915	456,349	492,874	2,102,694	519,840	65,076	42,358	194,845	176,155	305,057	8,333,163
THEOLOGICAL SEMINARY											
Southeastern Baptist Theological Seminary	77,263	10,593	11,955	24,326	9,025	5,559	1,619	3,563	4,868	7,634	156,405
BIBLE COLLEGES											
John Wesley	4,920	401	988	1,838	184	-	8	-	279	48	8,666
Piedmont	11,490	-	2,500	3,000	870	-	675	-	-	500	19,035
Bible Colleges Total	16,410	401	3,488	4,838	1,054	-	683	-	279	548	27,701
JUNIOR COLLEGES											
Brevard	30,474	3,565	-	5,217	2,957	555	2,894	1,080	2,304	1,454	50,500
Chowan	41,850	9,372	8,430	19,546	4,370	9,491	309	68	720	4,167	98,323
Lees-McRae	34,543	-	-	13,032	6,430	-	-	1,474	2,201	4,931	62,611
Louisburg	44,500	5,340	2,431	12,500	1,666	400	2,429	1,133	2,780	4,449	77,628
Montreat-Anderson	33,738	4,056	5,194	11,470	3,447	-	9,144	1,173	1,704	861	70,787
Mt. Olive	25,049	-	3,290	8,900	1,304	900	200	381	457	454	40,935
Peace	17,502	1,750*	2,062	13,600	1,534	159	-	300	247	-	37,154
St. Mary's	26,417	2,642	3,638	13,693	2,888	-	-	536	521	2,314	52,649
Wingate	32,798	-	5,746	20,848	3,012	597	660	1,232	450	4,606	69,949
Jr. Col. Total	286,871	26,725	30,791	118,806	27,608	12,102	15,636	7,377	11,384	23,236	560,536
PRIVATE TOTAL	4,358,459	494,068	539,108	2,250,664	557,527	82,737	60,296	205,785	192,686	336,475	9,077,805
GRAND TOTAL	15,084,504	2,129,119	1,390,140	6,779,636	2,495,389	540,882	918,855	603,370	1,219,877	1,209,287	32,371,059

*Estimated figures.
a/Includes Health Affairs Library.
b/Includes School of Law Library.
c/Includes Health Sciences Library and Law Library.
d/Includes McNutt Center for Instructional Media and Instructional Resources Center.
e/Includes Allied Health Library.
f/Excludes Medical Center Library and Law School Library.
g/Includes Bowman Gray School of Medicine Library and Law Library.

Table A-2-12

LIBRARY RESOURCES IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1975

3/76

INSTITUTION	No. of Bookstock Volumes	Separate Government Documents Collections	All Types of Microform			Number of Titles of Audio and/or Visual Materials						No. of Titles of Periodical Subscriptions
			No. of Book Titles	No. of Periodical Titles	No. of Other Physical Units	Motion Pictures	Audio Recordings	Film-strips	Slides and Overhead Transpar.	Maps and Charts	All Other Library Materials	
PUBLIC INSTITUTIONS												
UNIVERSITY OF NORTH CAROLINA												
Appalachian	309,226	80,000	228,009	640	15,790	2,491	6,405	3,320	8,006	1,285	278	3,000
East Carolina[a]	458,208	196,488	224,504	11,151	261,117	167	5,384	235	70**	630	5	6,701
Elizabeth City	80,959	-	72,000	363	-	57	615	393	2,277	1	46	737
Fayetteville	89,617	-	7,180	300	-	200	1,243	751	1,121	-	-	867
N.C. A and T	164,421	5,983	12,474	19	-	6,907	1,010	621	413	11	686	1,643
N.C. Central[b]	311,031	30,787	4,477	40	34,929	4,470	961	872	300	500	482	2,140
N.C. School of the Arts	54,300	-	2,372	3	-	51	14,000	300	4,000	51	10	219
N.C. State University	692,566	464,868	10,831	148	965,000	447	2,134	1,020	39,739	25,462	-	6,446
Pembroke	101,869	5,000	25,468	4	1,467	1	2	5	2,210	7	-	675
UNC-Asheville	89,744	16,550	8	147	5,283	73	3,153	412	11,230	48	516	932
UNC-Chapel Hill[c]	2,137,058	1,436,484	33,267*	2,399*	887,054	4	17,097	41	448	151,473	359	21,837*
UNC-Charlotte	207,536	59,172	-	-	291,338	427	2,542	1,662	3,175*	67*	333	2,804
UNC-Greensboro[d]	449,196	168,432	113,626	598	478	141	4,500	2,151	1,615	1,320	5,334	5,203
UNC-Wilmington	122,349	61,550	206	229	226	-	853	-	-	-	-	1,400
Western Carolina	210,790	22,990	83,000*	1,968*	169,774	-	463*	-	-	27,000*	-	2,690
Winston-Salem	114,240	-	36	93	91	8	1,204	538	932	2,064	5,857	971
UNC Total	5,593,110	2,548,304	817,458	18,102	2,632,547	15,444	61,566	12,321	75,536	209,919	13,906	58,265
COMMUNITY COLLEGES												
Caldwell	17,615	-	-	111	1,237	335	679	1,471	1,993	18	192	197
Central Piedmont	60,346	-	7,693	227	1,838	1,669	2,709	1,150	420	290	83	375
Coastal Carolina	19,209	10*	-	4,026	-	330	295	-	-	-	-	193
College of the Albemarle	28,682	-	-	48	-	242	1,648	677	672	-	3	284
Craven	14,005	-	-	29	829	100	766	608	3,412	-	-	115
Davidson County	29,622	50*	-	115	1,372	157	2,516	1,559	398	30	437	300*
Gaston	37,940	216	1,698	1,698	-	4,678	1,179	702	171	-	70	301
Isothermal	23,897	-	-	523	-	311	1,417	1,055	58	-	252	173
Lenoir	33,992	-	50	4,529	-	207	169	140	20	-	-	310
Mitchell	24,113	-	87	198	17	256	1,678	573	7,339	40	17	145
Rockingham	26,608	-	62	60	869	987	1,577	1,299	6,349	-	116	226
Sandhills	34,176	-	4,586	87	-	331	3,590	1,217	333	-	-	280
Southeastern	34,991	-	208	49	12,625	47	4,022	42	2,248	-	391	362
Surry	25,221	-	-	3,320	-	238	2,549	631	6,904	40	740	220
Wayne	27,424	-	-	230	4,821	568	4,214	858	25,811	112	43	340
Western Piedmont	26,915	-	-	58	1,624	385	1,194	1,028	5,445*	-	50*	321
Wilkes	31,137	-	-	2,124	-	705	5,133	3,068	20,256	-	362	176
Community Colleges Total	495,893	276	14,384	17,432	25,232	11,546	35,335	16,078	81,829	530	2,756	4,318
TECHNICAL INSTITUTES												
Anson	8,017	-	-	46	100	41	342*	824*	35*	20*	100*	150*
Asheville-Buncombe	21,956	-	-	1,346	-	424	2,534	1,028	21,504	32	316	350
Beaufort County	14,700	-	-	2	202	105	1,448	600	900	10	130	140
Bladen	DATA	NOT	AVAILABLE									
Blue Ridge	10,258	-	113	32	-	25	199	200	197	173	10	162
Cape Fear	14,516	-	-	92	-	431	405	353	1,104	200	297	150
Carteret	11,531	-	-	230	58	148	567	354	3,096	15	48	150
Catawba Valley	20,110	221	-	628	1	180	269	1,244	8,738	-	45	176
Central Carolina	14,895	-	-	565	25	130	468	223	763	5	902	166
Cleveland County	13,531	-	-	194	23	205	1,470	1,421	6,841	16	439	230
Durham	DATA	NOT	AVAILABLE									

Table A-2-12 Cont.

LIBRARY RESOURCES IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1975

INSTITUTION	No. of Bookstock Volumes	Separate Government Documents Collections	All Types of Microform			Number of Titles of Audio and/or Visual Materials						No. of Titles of Periodical Subscriptions
			No. of Book Titles	No. of Periodical Titles	No. of Other Physical Units	Motion Pictures	Audio Recordings	Film-strips	Slides and Overhead Transpar.	Maps and Charts	All Other Library Materials	
TECHNICAL INSTITUTES (Cont.)												
Edgecombe	10,731	-	9	62	-	49	206	181	111	4	5	132
Fayetteville	21,846	75	-	697	69	438	385	557	737	-	16	231
Forsyth[a]	21,772	-	-	566	-	268	204	420	-	2	-	360
Guilford	26,146	290	185	1,262	-	476	2,280	1,099	11,827	52	96[illegible]	439
Halifax	12,219	-	-	285	-	19	2,227	1,087	3,907	8	13,412	196
Haywood	14,798	-	-	73	-	22	455	197	7,455	9	31	204
James Sprunt	17,556*	-	-	224	1,107	15	105	230	1,000	60	2	190
Johnston	9,468	-	-	85	465	170	98	25	62	21	177	164
Martin	9,737	250	20	44	196	3	441	313	450	18	50	132
Mayland	5,538	-	-	314	-	-	787	1,111	3,545	-	4	68
McDowell	8,783	-	-	596	-	70	886	806	5,282	141	-	140
Montgomery	4,249	-	-	18	81	72	333	167	1,249	1	-	97
Nash	11,173	100*	-	69	758	178	1,282	1,579	5,229	1	380	115
Pamlico	7,749	55*	-	39	-	29	464	590	68	-	378	127
Piedmont	7,786	-	-	-	-	302	1,600	1,859	6,941	6	188	160
Pitt	19,279	-	-	96	1,827	372	216	127	266	25	866	386
Randolph	15,000	-	-	-	-	65	547	659	36	-	-	157
Richmond	18,710	-	-	324	92	256	300	173	265	29	22	121
Roanoke-Chowan	11,015	-	-	-	-	125	588	584	1,400	1	113	256
Robeson	17,564	-	-	247	-	4	160	398	4,377	11	5	152
Rowan	14,531	-	-	44	459	476	503	746	6,235	-	31	224
Sampson	10,027	113	-	480	-	11	327	283	300*	-	54	160
Southwestern	13,902	-	1	792	41	22	551	932	7,287	73	343	342
Stanly	10,292	-	49	16	92	162	816	983	119	-	745	149
T. I. of Alamance	20,256	-	-	870	-	223	682	564	1,932	50*	12	91
Tri-County	8,362	-	-	38	159	867	1,115	1,051	7,284	1,488	86	268
Vance-Granville	12,069	-	54	84	806	22	140	311	2,500*	1	1,000*	175
Wake	20,263	2,992	417	11	-	214	301	575	187	86	81	193
Wilson County	20,656	753	-	41	44	250	344	354	1,653	-	41	121
Technical Institutes Total	530,991	4,849	848	10,512	6,605	6,869	26,045	24,208	124,884	2,558	21,293	7,224
PUBLIC TOTAL	6,619.994	2,553,429	832,690	46,046	2,664,384	33,859	122,946	52,607	282,249	213,007	37,955	69,807
PRIVATE INSTITUTIONS												
SENIOR COLLEGES AND UNIV.												
Atlantic Christian	99,319	3,200	-	130	2,450	-	2,203	750	-	12	-	552
Barber-Scotia	60,497	-	-	1,346	-	42	327	127	1,503	38	5	331
Belmont Abbey	65,013	-	-	2,147	-	-	984	-	-	-	-	495
Bennett	75,572	-	-	33	-	101	103	1,124	310	50*	24	261
Campbell	123,320	47,310	2,490	13	8,856	-	1,596	1,051	837	10,000	-	926
Catawba	106,818	6,155	14,182	259	-	-	1,023	-	3,689	1,242	2,065	956
Davidson	210,208	43,653	60	89	35,606	2	12	-	-	-	-	1,501
Duke[f]	2,289,828	-	-	-	218,799	4	95	-	69,012	-	-	1,556
Elon	97,414	10,460	-	100*	823	11	3,019	247	-	321	2,175	61[illegible]
Gardner-Webb	81,399	-	-	7,947	-	47	1,976	491	814	157	-	681
Greensboro	65,633	-	-	26	985	26	1,064	18	306	157	-	416
Guilford	134,404	-	7,975	40	-	12	2,075	445	810	581	7,899	1,034
High Point	92,524	-	-	3	4,119	-	-	-	-	-	-	475
Johnson C. Smith	81,915	1,053	3,877	54	-	125	669	278	1,903	5	327	546
Lenoir Rhyne	93,766	-	-	7,071	1	-	-	-	-	-	-	635
Livingstone	59,462	-	1,471	109	4,410	4	574	332	306	2	78	342

Table A-2-12 Cont.

LIBRARY RESOURCES IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1975

INSTITUTION	No. of Bookstock Volumes	Separate Government Documents Collections	All Types of Microform: No. of Book Titles	All Types of Microform: No. of Periodical Titles	All Types of Microform: No. of Other Physical Units	Number of Titles of Audio and/or Visual Materials: Motion Pictures	Number of Titles of Audio and/or Visual Materials: Audio Recordings	Number of Titles of Audio and/or Visual Materials: Film-strips	Number of Titles of Audio and/or Visual Materials: Slides and Overhead Transpar.	Number of Titles of Audio and/or Visual Materials: Maps and Charts	Number of Titles of Audio and/or Visual Materials: All Other Library Materials	No. of Titles of Periodical Subscriptions
SENIOR COLLEGES & UNIV. (Cont.)												
Mars Hill	78,687	3,000	4,205	125	22	20	179	245	200	15	25	710
Meredith	74,974	-	-	72	18,412*	100	864	417	660	-	41	364
Methodist	59,620	-	62	64	1,765	29	1,379	418	49	61	298	413
N.C. Wesleyan	54,785	8,111*	-	100	1,030	1	214*	213	109	20*	69	450
Pfeiffer	79,554	-	2,501	33	987	20	1,853	72	-	-	22	457
Queens	84,109	15,000*	-	3	2,542	-	13	-	500	-	-	530
Sacred Heart	43,218	120	-	42	2,977	-	1,095	400	8,696	21	133	271
St. Andrews	83,599	3,004	31	115	-	-	-	-	-	-	-	507
St. Augustine's	80,578	-	-	80	1,181	-	484	200	-	-	100	402
Salem	93,001	-	1	5	4,109	-	279	-	-	-	-	414
Shaw	53,617	-	21	142	2,255	37	1,406	805	10,030	14	701	416
Wake Forest g/	549,987	53,756	88,740	2,956	120,471	2,755	2,199	49	1,937	116	-	5,120
Warren Wilson	61,091	-	62	41	-	-	488	-	-	403	764	432
Senior Colleges and Universities Total	5,133,912	194,822	125,678	23,145	431,800	3,336	26,173	7,682	101,673	13,215	14,726	51,812
THEOLOGICAL SEMINARY												
Southeastern Baptist Theological Seminary	109,404	-	71,300*	105	-	46	2,583	1,013	9,149	9	176	1,312
BIBLE COLLEGES												
John Wesley	12,400	-	-	-	-	54	-	12	-	-	-	80
Piedmont	30,916	-	-	-	-	26	25	60	-	10	-	150
Bible Colleges Total	43,316	-	-	-	-	80	25	72	-	10	-	230
JUNIOR COLLEGES												
Brevard	35,343	-	17	1,043	139	51	959	179	876	150*	221	239
Chowan	49,575	16,145	1	207	5,219	-	1,412	412	-	-	-	308
Lees McRae	48,987	-	150*	3,079	-	12	850	318	1,140	250*	225*	377
Louisburg	44,546	-	-	11	413	195	849	132	1,243	-	621	198
Montreat-Anderson	38,688	350*	-	4	-	67	1,082	413	1,641	-	191	290
Mount Olive	25,301	2,500	-	445	75	14	836	137	-	-	-	215
Peace	25,410	-	-	-	500	26	667	162	1,659	1	12	162
St. Mary's	24,351	-	-	7	-	-	-	-	-	-	-	171
Wingate	64,447	-	-	4	-	-	1,815	58	15,000	1	13	170
Junior Colleges Total	356,648	18,995	168	4,800	6,346	365	8,470	1,811	21,559	402	1,283	2,130
PRIVATE TOTAL	5,643,280	213,817	197,146	28,050	438,146	3,827	37,251	10,578	132,381	13,636	16,185	55,484
GRAND TOTAL	12,263,274	2,767,246	1,029,836	74,096	3,102,530	37,686	160,197	63,185	414,630	226,643	54,140	125,291

---

*Estimated figures.

**Represents sets of slides.

a/ Includes Health Affairs Library.

b/ Includes School of Law Library.

c/ Includes Health Sciences Library and Law Library.

d/ Includes McNutt Center for Instructional Media and Instructional Resources Center.

e/ Includes Allied Health Library.

f/ Excludes Medical Center Library and Law School Library for which data were not available.

g/ Includes Bowman Gray School of Medicine Library and Law Library.

Table A-2-13

FINANCIAL ASSISTANCE TO STUDENTS BY CATEGORY OF AID AND INSTITUTION IN THE UNIVERSITY OF NORTH CAROLINA, 1974-75

CATEGORY OF AID	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	MILITARY CENTERS	TOTAL
GRANTS																		
BEOG																		
No. of Awards	358	468	497	619	1,007	1,049	30	552	212	62	614	170	321	66	314	627	-	6,966
Amount of Awards	$ 202,719	$ 276,767	$ 396,588	$ 513,555	$ 778,030	$ 821,672	$17,840	$ 312,378	$ 147,156	$31,823	$ 368,638	$ 97,371	$ 201,159	$ 38,086	$ 170,908	$ 471,838		$4,846,528
SEOG																		
No. of Awards	121	162	533	681	469	980	16	244	112	18	500	50	143	-	151	527	-	4,707
Amount of Awards	61,131	82,550	218,405	393,618	261,124	409,722	10,056	109,750	46,939	7,280	283,578	23,940	78,900	-	66,636	173,558	-	2,227,197
Vocational Rehabilitation																		
No. of Awards	69	133	29	76	83	88	5	165	58	34	173	80	94	41	266	55	4	1,453
Amount of Awards	38,998	88,462	18,359	39,976	55,124	43,085	3,854	111,922	28,241	11,994	78,355	30,773	45,470	16,362	172,116	27,405	$1,040	811,536
State & Local Grants																		
No. of Awards	139	199	-	-	42	-	11	40	61	94	211	1	107	34	19	26	-	984
Amount of Awards	178,624	193,287	-	-	22,503	-	5,753	21,417	45,734	37,265	242,167	800	122,939	28,630	15,412	22,088	-	936,619
Private Sources																		
No. of Awards	189	168			72	-	11	-	-	26	2	-	-	39	-	3	-	510
Amount of Awards	87,706	73,996	-	-	36,158	-	5,500	-	-	750	780	-	-	15,145	-	2,050	-	222,085
Institutional Grants																		
No. of Awards	2	1,008	-	-	-	-	61	740	-	-	208	454	688	148	420	75	-	3,804
Amount of Awards	500	202,167	-		-	-	65,477	326,120	-	-	126,553	129,781	200,072	32,708	211,377	101,000	-	1,395,755
Tuition Waivers																		
No. of Awards	104	189	59	-	228	10	89	493	26	24	1,551	12	105	-	85	19	-	2,994
Amount of Awards	95,750	168,273	35,625		75,305	8,500	43,940	496,573	16,875	11,400	1,554,194	7,756	140,201	-	77,439	13,875	-	2,745,706
All Other Grants																		
No. of Awards	703	2,607	207	310	680	470	30	1,288	436	210	1,126	971	637	397	851	210	104	11,237
Amount of Awards	2,476,800	2,651,196	536,025	614,340	261,709	1,474,174	25,188	2,502,173	875,398	465,746	3,251,214	2,264,125	1,525,300	956,523	2,315,712	329,377	88,000	22,613,000
TOTAL GRANTS																		
No. of Undup. Recipients	1,277	3,853	994	1,237	1,338	1,271	160	3,139	789	391	3,931	1,620	1,350	691	1,564	860	108	24,573
Total Dollar Amount	3,142,228	3,736,698	1,205,002	1,561,489	1,489,953	2,757,153	177,618	3,880,333	1,160,343	566,258	5,905,479	2,554,546	2,314,041	1,087,454	3,029,600	1,141,191	89,040	35,798,426
LOANS																		
Repayable by Cash Only																		
NDSL																		
No. of Awards	574	1,031	393	895	1,007	1,255	73	1,088	209	107	2,083	255	582	90	604	733	-	10,979
Amount of Awards	392,390	515,620	152,287	245,645	446,463	501,019	68,212	616,504	58,981	51,594	1,605,863	124,350	308,905	40,680	373,829	321,649	-	5,823,991
Federally Insured Loans																		
No. of Awards	48	309	12	12	6	108	17	82	3	-	178	3	137	7	115	66	-	1,103
Amount of Awards	61,343	415,914	8,065	7,416	7,156	142,679	25,515	120,575	3,500	-	267,747	4,500	179,821	8,950	117,694	79,444	-	1,450,319
State Insured Loans																		
No. of Awards	265	216	72	32	171	190	8	292	67	16	246	147	173	105	3	53	-	2,056
Amount of Awards	284,089	192,199	65,771	19,776	160,176	231,715	11,114	301,366	58,257	14,810	288,216	146,650	190,551	98,882	3,445	48,256	-	2,115,273
Institutional Loans																		
No. of Awards	136	46	-	7	-	-		82	43	48	224	16	53	-	298	73	-	1,026
Amount of Awards	21,217	22,240	-	1,450	-	-	-	55,285	2,871	2,826	279,656	5,825	30,000	-	44,256	8,408	-	474,034

Table A-2-13 Cont.

FINANCIAL ASSISTANCE TO STUDENTS BY CATEGORY OF AID AND INSTITUTION IN THE UNIVERSITY OF NORTH CAROLINA, 1974-75

CATEGORY OF AID	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	MILITARY CENTERS	TOTAL
LOANS (Cont.)																		
Private Sources																		
No. of Awards	2	50	-	-	-	-	1	23	-	-	97	-	10	-	-	22	-	205
Amount of Awards	$ 1,350	$ 55,212	-	-	-	-	$ 2,000	$ 32,700	-	-	$ 75,124	-	$ 9,375	-	-	$ 10,025	-	$ 185,786
All Other Repayable by Cash Only																		
No. of Awards	5	-	-	-	1	-	-	-	-	-	-	-	-	9	-	-	-	15
Amount of Awards	5,200	-	-	-	$ 1,000	-	-	-	-	-	-	-	-	$ 8,350	-	-	-	14,550
Repayable by Cash or Service																		
Institutional Loans																		
No. of Awards	-	-	-	-	-	-	-	-	-	-	-	-	11	-	-	52	-	63
Amount of Awards	-	-	-	-	-	-	-	-	-	-	-	-	4,750	-	-	25,199	-	29,949
Private Sources																		
No. of Awards	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Amount of Awards	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Repayable by Cash or Service																		
No. of Awards	305	243	14	-	98	57	-	32	51	10	534	96	184	41	100	-	-	1,765
Amount of Awards	180,850	120,142	$ 7,500	-	56,860	$ 24,550	-	18,347	$ 28,800	$ 6,000	937,732	$ 52,698	124,850	23,300	$ 64,399	-	-	1,646,028
TOTAL LOANS																		
No. of Undup. Recipients	1,117	1,689	491	946	451	1,302	97	1,585	353	157	2,879	517	1,125	252	1,021	925	-	14,907
Total Dollar Amount	946,439	1,321,327	233,623	274,287	671,655	899,963	106,841	1,144,777	152,409	75,230	3,454,338	334,023	848,252	180,162	603,623	492,981	-	11,739,930
SCHOLARSHIPS																		
Total No. of Awards	1,213	538	143	15	302	399	150	1,416	46	192	4,031	29	276	105	145	179	-	9,179
No. of Undup. Recipients	1,128	503	143	15	164	159	128	1,382	46	102	3,247	29	270	105	122	179	-	7,722
Total Dollar Amount	479,563	885,269	27,286	7,500	249,693	145,319	52,232	1,509,770	17,447	46,657	4,813,473	34,647	190,139	35,705	75,485	161,530	-	8,731,715
STUDENT EMPLOYMENT																		
Fed. Prog. - CWS																		
No. of Awards	542	555	696	863	961	1,065	45	353	326	126	1,183	239	474	181	605	650	-	8,864
Amount of Awards	269,399	320,682	274,610	533,587	541,136	390,567	16,928	184,098	139,974	88,917	534,667	115,665	251,696	73,833	299,634	258,800	-	4,294,193
Institutional Employment																		
No. of Awards	1,535	697	39	44	136	112	128	3,523	36	54	4,270	454	1,588	150	1,122	155	-	14,043
Amount of Awards	696,223	390,773	10,552	22,107	47,580	67,545	24,822	4,450,547	12,055	21,391	7,221,789	171,763	1,188,225	76,529	545,569	58,940	-	15,006,410
All Other Work-Study Prog.																		
No. of Awards	2	202	-	48	-	-	-	4	-	-	-	-	-	-	90	20	-	366
Amount of Awards	500	273,889	-	7,034	-	-	-	2,100	-	-	-	-	-	-	66,886	6,052	-	356,461
TOTAL STUDENT EMPLOYMENT																		
No. of Undup. Recipients	1,879	1,386	728	904	423	1,077	150	3,798	362	155	5,427	648	1,964	331	1,530	825	-	21,587
Total Dollar Amount	966,122	985,344	285,162	562,728	588,716	458,112	41,750	4,636,745	152,029	110,308	7,756,456	287,428	1,439,921	150,362	912,089	323,792	-	19,657,064
TOTAL ALL CATEGORIES OF FINANCIAL ASSISTANCE																		
Total No. of Awards & Loans	6,312	8,821	2,694	3,602	5,263	5,783	675	10,417	1,686	1,021	17,231	2,977	5,583	1,413	5,188	3,545	108	82,319
No. of Undup. Recipients	4,616	5,306	1,107	1,715	2,375	3,809	251	6,791	1,070	576	9,782	2,062	3,639	1,174	2,978	1,711	108	49,070
Total Dollar Amount	5,534,352	6,928,638	1,751,073	2,406,004	3,000,017	4,260,547	378,441	11,171,625	1,482,228	798,453	21,929,746	3,210,644	4,792,353	1,453,683	4,620,797	2,119,494	89,040	75,927,135

Table A-2-14

APPALACHIAN STATE UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 10,450,630
Organized Research		683,117
Extension and Public Service		1,288,767
Libraries		1,306,809
Student Services and Administrative Support		2,096,798
Student Aid		148,054
Maintenance and Operation of Plant		3,010,292
Total		18,984,467
Expenditures Supported by Self-Generated Receipts	6,407,717	
Expenditures Supported by General Fund Appropriations	12,576,750	
Self-Supporting Auxiliary and Other Services:		
Student Housing		2,012,053
Laundry		237,215
Food Services		2,421,106
Health Services		270,831
Student Union and Recreational Activities		800,641
Institutional Support and Other Services		329,444
Other Programs Supported by Institutional Funds		3,197,940
Total Expenditures -- All Current Funds		$ 28,253,697

Table A-2-15

EAST CAROLINA UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 14,261,123
Organized Research		218,017
Extension and Public Service		781,321
Libraries		1,492,630
Student Services and Administrative Support		2,389,923
Student Aid		192,561
Maintenance and Operation of Plant		3,439,757
Total		22,775,332
Expenditures Supported by Self-Generated Receipts	6,721,537	
Expenditures Supported by General Fund Appropriations	16,053,795	
Self-Supporting Auxiliary and Other Services:		
Student Housing		1,992,664
Laundry		73,294
Food Services		38,016
Health Services		416,187
Student Stores		373,359
Student Union and Recreational Activities		414,196
Off-Campus Branches		325,820
Institutional Support and Other Services		700,235
Other Programs Supported by Institutional Funds		5,737,131
Total Expenditures -- All Current Funds		$ 32,846,234

Table A-2-16

ELIZABETH CITY STATE UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 1,636,628
Extension and Public Service		14,292
Libraries		164,495
Student Services and Administrative Support		784,290
Student Aid		56,466
Maintenance and Operation of Plant		705,813
Total		3,361,984
Expenditures Supported by Self-Generated Receipts	687,211	
Expenditures Supported by General Fund Appropriations	2,674,773	
Self-Supporting Auxiliary and Other Services:		
Student Housing		274,780
Laundry		14,063
Food Services		385,527
Health Services		59,191
Student Union and Recreational Activities		83,890
Institutional Support and Other Services		58,622
Other Programs Supported by Institutional Funds		1,478,186
Total Expenditures -- All Current Funds		$ 5,716,243

Table A-2-17

FAYETTEVILLE STATE UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 2,294,881
Extension and Public Service		512,108
Libraries		311,913
Student Services and Administrative Support		671,571
Student Aid		92,610
Maintenance and Operation of Plant		693,136
Total		4,576,219
Expenditures Supported by Self-Generated Receipts	1,479,397	
Expenditures Supported by General Fund Appropriations	3,096,822	
Self-Supporting Auxiliary and Other Services:		
Student Housing		392,913
Food Services		482,245
Health Services		63,414
Student Union and Recreational Activities		118,745
Institutional Support and Other Services		33,104
Other Programs Supported by Institutional Funds		757,023
Total Expenditures -- All Current Funds		$ 6,423,663

Table A-2-18

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 6,281,651
Organized Research		100,591
Libraries		630,999
Student Services and Administrative Support		1,708,766
Student Aid		149,585
Maintenance and Operation of Plant		2,519,335
Total		11,390,927
Expenditures Supported by Self-Generated Receipts	3,261,096	
Expenditures Supported by General Fund Appropriations	8,129,831	
Self-Supporting Auxiliary and Other Services:		
Administration		23,739
Student Housing		897,856
Laundry		121,201
Food Services		1,374,650
Health Services		203,139
Student Stores		360,191
Student Union and Recreational Activities		242,721
Institutional Support and Other Services		258,017
Other Programs Supported by Institutional Funds		3,804,214
Total Expenditures -- All Current Funds		$ 18,676,655

Table A-2-19

NORTH CAROLINA CENTRAL UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 5,282,572
Organized Research		29,054
Extension and Public Service		8,278
Libraries		638,917
Student Services and Administrative Support		1,544,272
Student Aid		102,998
Maintenance and Operation of Plant		1,579,944
Total		9,186,035
Expenditures Supported by Self-Generated Receipts	2,326,173	
Expenditures Supported by General Fund Appropriations	6,859,862	
Self-Supporting Auxiliary and Other Services:		
Administration		28,060
Student Housing		768,472
Laundry		44,929
Food Services		972,259
Health Services		135,539
Student Stores		211,112
Student Union and Recreational Activities		223,395
Institutional Support and Other Services		172,292
Other Programs Supported by Institutional Funds		823,970
Total Expenditures -- All Current Funds		$ 12,566,063

Table A-2-20

NORTH CAROLINA SCHOOL OF THE ARTS
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 1,558,422
Libraries		127,507
Student Services and Administrative Support		444,616
Student Aid		8,267
Maintenance and Operation of Plant		378,571
Total		2,517,383
Expenditures Supported by Self-Generated Receipts	667,724	
Expenditures Supported by General Fund Appropriations	1,849,659	
Self-Supporting Auxiliary and Other Services:		
Student Housing		254,750
Food Services		180,109
Health Services		57,551
Student Stores		35,277
Total Expenditures -- All Current Funds		$ 3,045,070

Table A-2-21

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 24,025,894
Organized Research		2,604,011
Extension and Public Service		2,343,969
Agricultural Experiment Station and Extension Service		28,829,674
Libraries		1,905,421
Student Services and Administrative Support		5,881,055
Student Aid		117,246
Maintenance and Operation of Plant		8,686,167
Total		74,393,437
Expenditures Supported by Self-Generated Receipts	24,164,709	
Expenditures Supported by General Fund Appropriations	50,228,728	
Self-Supporting Auxiliary and Other Services:		
Administration		9,758
Student Housing		2,144,911
Laundry		187,869
Food Services		(11,372)
Health Services		430,217
Student Stores		474,888
Student Union and Recreational Activities		910,518
Institutional Support and Other Services		1,330,437
Other Programs Supported by Institutional Funds		21,060,341
Total Expenditures -- All Current Funds		$100,931,004

Table A-2-22

PEMBROKE STATE UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 2,342,125
Extension and Public Service		10,696
Libraries		334,233
Student Services and Administrative Support		582,990
Student Aid		45,152
Maintenance and Operation of Plant		591,635
Total		3,906,831
Expenditures Supported by Self-Generated Receipts	693,245	
Expenditures Supported by General Fund Appropriations	3,213,586	
Self-Supporting Auxiliary and Other Services:		
Student Housing		178,117
Food Services		145,205
Health Services		68,605
Student Stores		307,998
Student Union and Recreational Activities		71,000
Institutional Support and Other Services		33,829
Other Programs Supported by Institutional Funds		697,228
Total Expenditures -- All Current Funds		$ 5,408,813

Table A-2-23

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 1,400,698
Extension and Public Service		735
Libraries		199,021
Student Services and Administrative Support		630,036
Student Aid		30,976
Maintenance and Operation of Plant		548,183
Total		2,809,649
Expenditures Supported by Self-Generated Receipts	464,996	
Expenditures Supported by General Fund Appropriations	2,344,653	
Self-Supporting Auxiliary and Other Services:		
Student Housing		150,980
Food Services		115,106
Health Services		31,830
Student Stores		123,079
Student Union and Recreational Activities		14,692
Institutional Support and Other Services		5,680
Total Expenditures -- All Current Funds		$ 3,251,016

Table A-2-24

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 49,468,970
Area Health Education Centers		28,952,712
Organized Research		3,108,125
Extension and Public Service		2,834,602
Libraries		4,270,248
Student Services and Administrative Support		9,052,499
Student Aid		237,904
Maintenance and Operation of Plant		11,998,526
Total		109,923,586
Expenditures Supported by Self-Generated Receipts	21,881,221	
Expenditures Supported by General Fund Appropriations	88,042,365	
Self-Supporting Auxiliary and Other Services:		
Administration		36,037
Student Housing		3,614,089
Laundry		639,535
Health Services		1,442,948
Institutional Support and Other Services		26,296,429
Other Programs Supported by Institutional Funds		45,565,840
Total Expenditures -- All Current Funds		$187,518,464

Table A-2-25

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 8,159,730
Organized Research		10,000
Extension and Public Service		330,426
Libraries		1,129,808
Student Services and Administrative Support		1,783,897
Student Aid		123,154
Maintenance and Operation of Plant		1,970,450
Total		13,507,465
Expenditures Supported by Self-Generated Receipts	2,566,844	
Expenditures Supported by General Fund Appropriations	10,940,621	
Self-Supporting Auxiliary and Other Services:		
Administration		101,348
Student Housing		853,779
Food Services		919,820
Health Services		172,794
Student Union and Recreational Activities		243,823
Institutional Support and Other Services		201,421
Other Programs Supported by Institutional Funds		1,128,971
Total Expenditures -- All Current Funds		$ 17,129,421

Table A-2-26

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 12,148,627
Organized Research		29,995
Extension and Public Service		217,884
Libraries		1,153,321
Student Services and Administrative Support		2,178,307
Student Aid		59,995
Maintenance and Operation of Plant		2,886,283
Total		18,674,412
Expenditures Supported by Self-Generated Receipts	5,237,397	
Expenditures Supported by General Fund Appropriations	13,437,015	
Self-Supporting Auxiliary and Other Services:		
Student Housing		2,197,138
Laundry		327,321
Food Services		1,527,744
Health Services		430,690
Institutional Support and Other Services		229,791
Other Programs Supported by Institutional Funds		4,005,070
Total Expenditures -- All Current Funds		$ 27,392,166

Table A-2-27

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 3,134,873
Organized Research		328,754
Extension and Public Service		37,639
Libraries		418,652
Student Services and Administrative Support		830,788
Student Aid		56,066
Maintenance and Operation of Plant		902,328
Total		5,709,100
Expenditures Supported by Self-Generated Receipts	1,200,342	
Expenditures Supported by General Fund Appropriations	4,508,758	
Self-Supporting Auxiliary and Other Services:		
Administration		11,056
Student Housing		238,104
Food Services		286,056
Health Services		41,326
Student Stores		29,701
Student Union and Recreational Activities		34,529
Institutional Support and Other Services		91,003
Other Programs Supported by Institutional Funds		859,594
Total Expenditures -- All Current Funds		$ 7,300,469

Table A-2-28

WESTERN CAROLINA UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 7,226,197
Organized Research		107,657
Extension and Public Service		105,697
Libraries		947,213
Student Services and Administrative Support		1,434,440
Student Aid		126,795
Maintenance and Operation of Plant		2,005,007
Total		11,953,006
Expenditures Supported by Self-Generated Receipts	3,039,044	
Expenditures Supported by General Fund Appropriations	8,913,962	
Self-Supporting Auxiliary and Other Services:		
Student Housing		1,543,561
Food Services		1,534,287
Health Services		242,163
Student Union and Recreational Activities		750,856
Institutional Support and Other Services		177,750
Other Programs Supported by Institutional Funds		3,584,772
Total Expenditures -- All Current Funds		$ 19,786,395

Table A-2-29

WINSTON-SALEM STATE UNIVERSITY
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 2,398,200
Libraries		228,508
Student Services and Administrative Support		748,065
Student Aid		59,259
Maintenance and Operation of Plant		904,174
Total		4,338,206
Expenditures Supported by Self-Generated Receipts	1,115,804	
Expenditures Supported by General Fund Appropriations	3,222,402	
Self-Supporting Auxiliary and Other Services:		
Student Housing		421,231
Laundry		36,923
Food Services		589,917
Health Services		111,078
Student Union and Recreational Activities		178,447
Institutional Support and Other Services		78,414
Other Programs Supported by Institutional Funds		2,159,860
Total Expenditures -- All Current Funds		$ 7,914,076

Table A-2-30

GENERAL ADMINISTRATION
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
Instruction and Departmental Research		$ 602,489
Extension and Public Service		1,512,848
Student Services and Administrative Support		1,976,348
Total		4,091,685
Expenditures Supported by Self-Generated Receipts	757,655	
Expenditures Supported by General Fund Appropriations	3,334,030	
Self-Supporting Auxiliary and Other Services:		
Student Loan and Federal Aid Programs		461,366
Institutional Support and Other Services		688,738
Total Expenditures -- All Current Funds		$ 5,241,789

Table A-2-31

NORTH CAROLINA MEMORIAL HOSPITAL
CURRENT OPERATIONS, 1974-75
FINANCIAL SUMMARY

State Budget Funds:		
Academic Budget Expenditures:		
North Carolina Memorial Hospital		$ 41,878,175
Expenditures Supported by Self-Generated Receipts	28,612,303	
Expenditures Supported by General Fund Appropriations	13,265,872	
Total Expenditures -- All Current Funds		$ 41,878,175

Table A-2-32

The University of North Carolina
Capital Improvements
General Fund Appropriations

	General Assembly of			1973 General Assembly		1975 General Assembly	
	1967	1969	1971	1973-74	1974-75	1975-76	1976-77
Appalachian State University	2,700,000	5,278,000	4,132,500	5,726,000	245,900	730,000	500,000
East Carolina University	5,552,300	2,534,000	5,268,000	12,388,000	7,709,700	6,060,000	22,145,000
Elizabeth City State University	280,400	158,000	1,779,500	1,602,000	710,600	350,000	-
Fayetteville State University	770,400	287,500	2,944,000	808,000	143,000	25,000	150,000
North Carolina A & T State University	1,150,000	1,018,000	5,415,000	3,360,000	543,000	65,000	200,000
North Carolina Central University	339,000	995,000	5,217,000	2,343,000	240,000	930,000	2,660,000
North Carolina School of the Arts	1,275,000	482,000	134,900	150,000	3,705,000	43,200	132,500
NCSU - Academ	11,121,100	3,036,000	6,233,600	4,134,500	696,958	500,000	500,000
NCSU - Agricultural Experiment Station	1,211,000	619,500	900,000	880,000	-	-	-
Pembroke State University	556,400	2,427,000	2,027,000	1,365,000	244,395	80,000	60,000
UNC-Asheville	2,060,100	434,000	1,002,000	794,000	286,100	153,000	-
UNC-Chapel Hill, Academic Affairs	9,114,400	844,000	2,992,000	5,502,000	641,814	510,000	2,150,000
UNC-Chapel Hill, Health Affairs	1,696,000	13,021,921	3,517,500	16,750,000	-	400,000	300,000
UNC-Charlotte	10,049,300	955,000	300,000	4,845,000	620,238	254,000	-
UNC-Greensboro	6,490,200	455,000	6,555,000	3,670,000	733,000	120,000	-
UNC-Wilmington	1,604,400	962,000	1,703,500	3,085,000	12,000	135,000	-
Western Carolina University	2,233,000	1,522,000	5,487,000	3,441,500	623,000	985,300	240,000
Winston-Salem State University	750,600	605,000	2,200,000	2,912,000	152,000	20,000	185,000
UNC-General Administration	1,886,000	875,000	-	20,000	3,000	-	-
North Carolina Memorial Hospital	-	2,975,078	1,380,000	12,075,000	1,732,000	-	-
Land (appropriated to the Dept. of Adm.)	2,500,000	4,440,500	1,400,000	3,000,000	-	-	-
Governor and ABC (Education Reserve Fund)	5,000,000	-	-	-	-	-	-
Unallocated-University-Wide OSHA Arch. Barrier	-	-	-	-	29,295	-	-
Total	68,339,600	43,924,499	60,588,500	88,851,000	19,071,000	11,360,500	29,222,500

Table A-2-33

The University of North Carolina
Capital Improvements Allocations, 1973

Appalachian State University		
Business Building		$ 1,890,000
Physical Services Facility		875,000
Walks, Drives and Landscaping		313,000
Speech and Art Building		2,582,000
Outdoor Instructional Space		66,000
		5,726,000
East Carolina University		
Medical School		7,500,000
Addition to Humanities Building		2,135,000
Library Renovation		720,000
Heating Plant Expansion		1,850,000
Utilities		38,000
Roads, Walks and Parking		55,000
Storm Drainage		40,000
Removal of Architectural Barriers		50,000
		12,388,000
Elizabeth City State University		
Central Supply, Storage and Service Building		207,000
Industrial Arts Building		1,175,000
Roads, Walks and Parking		220,000
		1,602,000
Fayetteville State University		
Auditorium Renovation		165,000
Administration Building Addition		186,000
Biology Greenhouse		90,000
Underground Irrigation System		75,000
Chancellor's Residence		90,000
Air Condition Taylor Science Building		71,000
Air Condition Physical Education Building (Partial)		41,000
Air Condition Lilly Gymnasium (Partial)		32,000
Tennis Courts		58,000
		808,000
North Carolina Agricultural and Technical State University		
Natural Science Building		2,830,000
Murphy Hall Renovation		422,000
Home Management House Renovation		31,000
Tennis Courts		77,000
		3,360,000
North Carolina Central University		
Chancellor's Residence		90,000
Law School Addition and Renovation		368,000
Underground Steam Line Replacement		50,000
Fine Arts Building Addition and Renovation		1,465,000
Parking Drives and Walks	70,000	
Less: Self-Liquidating	-50,000	20,000
Air Condition Biology and Education Building		350,000
		2,343,000

Table A-2-33 Cont.

North Carolina School of the Arts		
Advance Planning-Work Place		$ 150,000
North Carolina State University		
Design School Addition		1,220,000
Grounds Improvements		450,000
Pedestrian Underpass		180,000
Yarborough Drive Extension		600,000
Culvert for West Rocky Branch		310,000
Primary Electrical Distribution		250,000
Water Distribution		50,000
Street Paving		35,000
Steam Distribution		575,000
Fire and Smoke Control		60,000
Coliseum Improvements		366,000
Removal of Architectural Barriers		38,500
		4,134,500
North Carolina State University - Agricultural Experiment Station		
William Hall Renovation		880,000
Pembroke State University		
Chancellor's Residence		15,000
Classroom Building		1,315,000
Recreation Field Relocation		35,000
		1,365,000
University of North Carolina at Asheville		
Administration Building Renovation		98,000
Addition to Humanities Building		370,000
Addition to Maintenance Building		131,000
Sidewalks and Landscaping		20,000
Removal of Architectural Barriers		175,000
		794,000
University of North Carolina at Chapel Hill - Academic Affairs		
Utilities and Site Improvements		326,000
Memorial Hall Repairs		100,000
Electrical Repair of Six (6) Buildings		200,000
Sewage Treatment Plant Addition		100,000
Wilson Library Stack Addition		3,750,000
Person Hall Renovation		120,000
Alumni Hall Renovation		485,000
Saunders Hall Renovation		415,000
Removal of Architectural Barriers		6,000
		5,502,000
University of North Carolina at Chapel Hill - Health Affairs		
Laboratory-Office Building		12,320,000
Utilities and Site Improvements		380,000
Renovate MacNider Hall		4,050,000
		16,750,000
University of North Carolina at Charlotte		
Earth Life Science Building	4,620,000	
Less: 1971 Appropriations	- 200,000	4,420,000
Landscaping		200,000
Roads and Walks		250,000
Removal of Architectural Barriers		75,000
		4,845,000

Table A-2-33 Cont.

University of North Carolina at Greensboro		
Life Sciences Building Addition		$ 2,550,000
Roof Replacements		180,000
Air Condition Alumnae House		125,000
Aycock Auditorium Renovation		815,000
		3,670,000
University of North Carolina at Wilmington		
Electrical Utilities Expansion		100,000
Gas Utilities Expansion		8,000
Drainage System Extension		60,000
Receiving Warehouse and Central Storage		239,000
Replace Heat Pump - Hoggard Hall		50,000
Health and Physical Education Building		2,605,000
Removal of Architectural Barriers		23,000
		3,085,000
Western Carolina University		
Classroom and Office Building		2,695,000
Fuel Oil Storage Tank		60,000
Roof Repairs and Replacement		249,000
Walks, Drives and Landscaping		100,000
Additional Water Distribution Lines		75,000
Addition to Pumping Station		90,000
Addition and Renovation to Campus Lighting		50,000
Emergency Generator		22,500
Fire Protection and Safety	149,600	
Less: Self-Liquidating	-109,600	40,000
Removal of Architectural Barriers		60,000
		3,441,500
Winston-Salem State University		
Health and Physical Education Building Addition and Renovation		2,265,000
Landscaping		100,000
Replace Steam and Hot Water Lines		75,000
Fine Arts Building Renovation		162,000
Maintenance Building and Garage		310,000
		2,912,000
General Administration		
Removal of Architectural Barriers		20,000
University-wide		
Land (Appropriated to the Department of Administration)		3,000,000
North Carolina Memorial Hospital		
Renovate Fourth Floor for Obstetrics and Nurseries		895,000
Renovate 3rd, 5th, 6th, and 7th Floors		3,040,000
Expansion of Hospital Supporting Services		8,140,000
		12,075,000
TOTAL		$ 88,851,000

Table A-2-34

The University of North Carolina
Capital Improvements Allocations, 1974

Appalachian State University	
Supplement to Water Supply Facility Project	$ 50,000
Repairs to Duncan Hall Interior	35,000
Improvement to Classrooms, Appalachian Hall	30,000
Occupational Safety and Health Act	60,900
Removal of Architectural Barriers	70,000
	245,900
East Carolina University	
Medical School	7,500,000
Wahl-Coates School, Renovation and Addition (Planning)	82,000
Planetarium (Planning)	44,000
Occupational Safety and Health Act	83,700
	7,709,700
Elizabeth City State University	
Supplement to Health and Physical Education Building	350,000
Roofing and Exterior Repairs to Buildings	200,000
Campus Survey and Utilities Map	15,000
Supplement to Lane Hall Renovation Project	35,000
Supplement to Moore Hall Renovation Project	30,000
Library Addition (Planning)	46,000
Occupational Safety and Health Act	21,100
Removal of Architectural Barriers	13,500
	710,600
Fayetteville State University	
Campus Drainage Project Supplement	25,000
Resurface Roads, West Campus	50,000
Demolition of Newbold School	25,000
Renovate Taylor Science Building (Planning)	25,000
Occupational Safety and Health Act	18,000
	143,000
North Carolina Agricultural and Technical State University	
Roofing and Exterior Repairs to Buildings	200,000
Campus Grounds Improvements	100,000
Supplement to Electrical Distribution System Project	60,000
Social Science Building (Planning)	73,000
Pre-School Laboratory Building (Planning)	30,000
Occupational Safety and Health Act	30,000
Removal of Architectural Barriers	50,000
	543,000
North Carolina Central University	
Supplement to Parking and Resurfacing Roads	10,000
Addition to Maintenance Shops	125,000
Health Science Building (Planning)	92,000
Occupational Safety and Health Act	13,000
	240,000

Table A-2-34 Cont.

North Carolina School of the Arts	
Workplace Construction	$ 3,685,000
Occupational Safety and Health Act	20,000
	3,705,000
North Carolina State University	
Air Condition Television Studio	105,000
Additional Fuel Oil Storage Tank	70,000
Addition and Renovation to Gardner Hall (Planning)	95,000
General Academic Building (Planning)	310,000
Page Hall Renovation (Planning)	32,000
Occupational Safety and Health Act	84,958
	696,958
Pembroke State University	
Extension of Roads and Walks	50,000
Maintenance Building	157,000
Occupational Safety and Health Act	22,895
Removal of Architectural Barriers	14,500
	244,395
University of North Carolina at Asheville	
Repairs to Buildings and Fuel Oil Storage	75,000
Campus Survey and Utilities Map	15,000
Supplement to Social Science Building Project	100,000
Occupational Safety and Health Act	96,100
	286,100
University of North Carolina at Chapel Hill - Academic Affairs	
Physical Education and Intramural Facility (Planning)	165,000
Occupational Safety and Health Act	193,109
Removal of Architectural Barriers	283,705
	641,814
University of North Carolina at Charlotte	
Maintenance Warehouse and Shops	245,000
Office-Classroom Building (Planning)	290,000
Occupational Safety and Health Act	85,238
	620,238
University of North Carolina at Greensboro	
Exterior Repairs to Buildings	550,000
Business and Economics Building (Planning)	115,000
Occupational Safety and Health Act	28,000
Removal of Architectural Barriers	40,000
	733,000
University of North Carolina at Wilmington	
Occupational Safety and Health Act	12,000
Western Carolina University	
Water Storage Reservoir	365,000
Renovation to Steam Lines	175,000
Road Construction, Oteen Campus	10,000
Occupational Safety and Health Act	73,000
	623,000

Table A-2-34 Cont.

Winston-Salem State University		
Re-Roof Eller Hall		$ 10,000
Additional Fuel Oil Tank		55,000
Communications Building (Planning)		75,000
Occupational Safety and Health Act		12,000
		152,000
General Administration		
Occupational Safety and Health Act		3,000
University-wide		
Improvements required for compliance with the Occupational Safety and Health Act		1,000
Removal of Architectural Barriers to the Handicapped		28,295
		29,295
North Carolina Memorial Hospital		
Electronic/Pneumatic System		250,000
Esculator		90,000
Burn Center	1,750,000	
Less: Receipts	- 500,000	1,250,000
Occupational Safety and Health Act		142,000
		1,732,000
TOTAL		$ 19,071,000

Table A-2-35

The University of North Carolina
Capital Improvements Allocations, 1975

Appalachian State University	
Campus Utilities	$ 248,500
Walks and Drives	150,000
Greenhouse	86,500
Building Renovations	245,000
	730,000
East Carolina University	
Intramural Fields, Grading, Drainage and Preparation	60,000
Medical School Complex	6,000,000
	6,060,000
Elizabeth City State University	
Addition to Maintenance, Storage and Service Building	250,000
Renovation of Williams Hall	100,000
	350,000
Fayetteville State University	
Master Water Meters	25,000
North Carolina A & T State University	
Renovating Computer Center Air Conditioning	45,000
Utilities Survey - (Storm Drainage)	20,000
	65,000
North Carolina Central University	
Law School Building	250,000
Auxiliary Electric Power System for Heating Plant	30,000
Repairs to Steam Lines	375,000
Repairs to Central Heating System	275,000
	930,000
North Carolina School of the Arts	
Renovations - Design and Production Facilities, Theatre and Costume Shop	43,200
North Carolina State University	
Building Repairs and Alterations	385,000
Main Boiler Repairs	25,000
Steam Distribution	90,000
	500,000

Table A-2-35 Cont.

Pembroke State University	
Sewage Disposal System	$ 80,000
UNC-Asheville	
Renovation of Social Science Wing of Administration Building	153,000
UNC-Chapel Hill	
Utilities and Site Improvements	410,000
Expand Capability of Teaching Labs in Berryhill Hall	400,000
Steam Plant Pollution Control	100,000
	910,000
UNC-Charlotte	
Utilities Expansion	145,500
Addition to Boiler Plant	100,000
Boiler/Sewer Connection	8,500
	254,000
UNC-Greensboro	
Renovations to Foust Administration Building	75,000
Repairs to Steam Plant Chimney	15,000
New Roof for Foust Administration Building	30,000
	120,000
UNC-Wilmington	
Cross-Campus Connecting Road	135,000
Western Carolina University	
Renovations to Moore Hall	528,300
Walks, Drives, Landscaping	125,000
Reid Gym Renovation	82,000
Repair Roof and Exterior Surface of McKee, Hoey, and Bird Buildings	50,000
Supplement to Classroom-Office Building	200,000
	985,300
Winston-Salem State University	
Utilities Survey	20,000
TOTAL	$ 11,360,500

Table A-2-36

The University of North Carolina
Capital Improvements Allocations, 1976

Appalachian State University	
Building Renovations	$ 500,000
East Carolina University	
Medical School Complex	22,145,000
Fayetteville State University	
Air Condition Spaulding Infirmary	50,000
Major Repairs and Improvements	100,000
	150,000
North Carolina A & T State University	
Campus Utilities Improvements	200,000
North Carolina Central University	
Law School Building	2,250,000
Renovate and Air Condition Classroom Building	400,000
Waterproof NROTC Building	10,000
	2,660,000
North Carolina School of the Arts	
Renovate Chancellor's Residence and Grounds	25,000
Renovations - Design and Production Facilities, Theatre and Costume Shop	107,500
	132,500
North Carolina State University	
Harrelson Hall Mechanical System Replacement	500,000
Pembroke State University	
Campus Drainage and Tiling	60,000
UNC-Chapel Hill	
Steam Plant Pollution Control	2,150,000
Vocational Rehabilitation Center	300,000
	2,450,000
Western Carolina University	
Install Outdoor Lights for Health and Physical Education Fields	40,000
Electrical Distribution System	200,000
	240,000
Winston-Salem State University	
Campus Utilities Improvements	185,0
TOTAL	$ 29,222,500

Table A-2-37

The University of North Carolina
Capital Improvements Bond Issue, 1975

Appalachian State University	
Library Book Tower	$ 3,328,000
Elizabeth City State University	
Addition to Library	1,204,000
Fayetteville State University	
Science Building	4,380,000
North Carolina Agricultural and Technical State University	
Social Science Building	2,127,000
North Carolina State University	
Gardner Hall Addition	2,705,000
Pembroke State University	
Fine Arts--Home Economics Building	1,535,000
Construction--Restoration of Old Main	800,000
	2,335,000
University of North Carolina at Asheville	
Classroom Building	1,900,000
University of North Carolina at Chapel Hill	
Physical Education and Intramural Facility	5,372,000
University of North Carolina at Charlotte	
Classroom-Office Building	6,000,000
University of North Carolina at Greensboro	
Business and Economics Building	5,153,000
University of North Carolina at Wilmington	
General Classroom Building	1,665,000
Western Carolina University	
Building for Administrative Offices and Museum	3,423,000
Winston-Salem State University	
Communications Building	2,175,000
The University of North Carolina Board of Governors	
University-wide Architectural Barrier Removal and Occupational Safety and Health Act Projects	1,000,000
University-wide Land Acquisition	500,000
	1,500,000
TOTAL	$43,267,000

Table A-2-38

HEADCOUNT ENROLLMENT IN NORTH CAROLINA
COMMUNITY COLLEGES AND TECHNICAL INSTITUTES BY INSTITUTION, FALL 1975

INSTITUTION	COLLEGE TRANSFER	GENERAL EDUCATION	SPECIAL CREDIT	TECHNICAL	VOCATIONAL	CURRICULUM TOTAL
COMMUNITY COLLEGES						
CALDWELL	438	-	295	916	241	1,890
CENTRAL PIEDMONT	2,519	287	4,383	5,958	1,362	14,509
COASTAL CAROLINA	669	-	16	966	320	1,971
COL. OF THE ALBEMARLE	401	-	182	457	108	1,148
CRAVEN	303	3	194	607	291	1,398
DAVIDSON COUNTY	667	-	240	1,097	209	2,213
GASTON	879	-	572	1,287	625	3,363
ISOTHERMAL	471	-	53	359	246	1,129
LENOIR	583	-	134	957	523	2,197
MITCHELL	453	-	114	293	201	1,061
ROCKINGHAM	561	-	158	498	284	1,501
SANDHILLS	660	94	123	738	130	1,745
SOUTHEASTERN	517	-	500	838	251	2,106
SURRY	437	-	213	686	234	1,570
WAYNE	614	-	98	1,098	398	2,208
WESTERN PIEDMONT	380	-	310	931	100	1,721
WILKES	386	-	352	1,622	342	2,702
COMM. COLLEGES TOTAL	10,938	384	7,937	19,308	5,865	44,432
TECHNICAL INSTITUTES						
ANSON TECH.	-	42	3	428	153	626
ASHEVILLE-BUNCOMBE TECH.	-	-	-	1,235	426	1,661
BEAUFORT CO. TECH.	-	116	30	668	309	1,123
BLADEN TECH.	-	68	-	209	193	469
BLUE RIDGE TECH.	-	53	81	346	184	664
CAPE FEAR TECH.	-	-	-	745	260	1,005
CARTERET TECH.	-	100	-	545	339	984
CATAWBA VALLEY TECH.	-	-	245	1,688	292	2,225
CENTRAL CAROLINA TECH.	-	113	47	1,370	276	1,806
CLEVELAND CO. TECH.	-	185	41	1,409	358	1,993
DURHAM TECH.	-	-	451	1,442	219	2,112
EDGECOMBE TECH.	-	-	68	651	217	936
FAYETTEVILLE TECH.	-	453	-	3,068	819	4,340
FORSYTH TECH.	-	-	75	1,648	462	2,185
GUILFORD TECH.	-	67	182	2,724	662	3,635
HALIFAX CO. TECH.	-	77	56	522	142	797
HAYWOOD TECH.	-	-	-	512	384	896
JAMES SPRUNT INST.	-	53	46	449	169	717
JOHNSTON TECH.	-	114	8	591	334	1,047
MARTIN TECH.	-	52	3	753	95	903
MAYLAND TECH	-	-	4	240	309	553
MCDOWELL TECH.	-	-	7	214	323	544
MONTGOMERY TECH.	-	-	-	137	234	371
NASH TECH.	-	93	228	640	130	1,091
PAMLICO TECH.	-	-	-	108	47	155
PIEDMONT TECH.	-	4	30	666	271	971
PITT TECH.	-	-	333	1,144	266	1,743
RANDOLPH TECH.	-	169	2	432	186	789
RICHMOND TECH.	-	144	-	729	219	1,092
ROANOKE-CHOWAN TECH.	-	-	-	471	213	684
ROBESON TECH.	-	96	-	1,011	433	1,540
ROWAN TECH.	-	-	93	1,456	321	1,870
SAMPSON TECH.	-	58	12	569	165	804
SOUTHWESTERN TECH.	-	-	329	422	192	943
STANLEY TECH.	-	53	91	394	184	722
TECH. INST. OF ALAMANCE	-	-	84	1,392	105	1,581
TRI-CO. TECH.	-	185	-	190	232	607
VANCE GRANVILLE TECH.	-	11	37	637	232	917
WAKE TECH.	-	-	150	967	381	1,498
WILSON CO. TECH.	-	32	201	757	306	1,296
TECH. INSTITUTES TOTAL	-	2,338	2,937	33,578	11,042	49,895
GRAND TOTAL	10,938	2,722	10,874	52,886	16,907	94,327

Table A-2-39

DEGREE AND TERMINAL OCCUPATIONAL PROGRAMS OFFERED BY THE PRIVATE COLLEGES AND UNIVERSITIES IN NORTH CAROLINA

1973-74

Source: The Independents (n.d., Raleigh), no publisher listed. ca. 1973.

Table A-2-39 Cont.

UNDERGRADUATE ACADEMIC PROGRAMS IN NORTH CAROLINA PRIVATE INSTITUTIONS	Group I		Grp II	Group III				Group IV					Group V		Group VI		Group VII				
	Agriculture	Forestry	Area Studies	Biochemistry	Biology	Botany	Zoology	Accounting	Business	Bus. Admin.	Management	Secretarial Science	Communications	Journalism	Computer Science	Data Processing	Biomedical Engineering	Civil Engineering	Electrical Engineering	Engineering	Mechanical Engineering
FOUR-YEAR INSTITUTIONS																					
[illegible]					x			x		x		x									
[illegible]					x					x		x									
[illegible]					x			x		x											
[illegible]					x			x	x	x											
[illegible]					x			x	x	x		x				x					
[illegible]		x			x			x	x												
[illegible]			x		x															x	
[illegible]			x			x	x	x			x				x		x	x	x		x
[illegible]					x			x	x	x		x									
[illegible]					x					x						x					
[illegible]					x			x	X	x											
[illegible]		x			x			x			x				x					x	
[illegible]		x			x					X											
[illegible]					x			x		x			x							x	
[illegible]					x			x		x										x	
[illegible]					x					x		x									
[illegible]					x			x		x		x									
[illegible]			x		x				x	x	x	X									
[illegible]					x					X										x	
[illegible]			x		x																
[illegible]					x			x		x										x	
[illegible]			x	x	x																
[illegible]			x		x			x	x	X*											
[illegible]			x		x					x					x						
[illegible]					x			X		x	X**									x	
[illegible]			x		x																
[illegible]	x				x	x	x	x		x	x	x	x		x					x	
[illegible]		x			x			x	x											x	
[illegible]					x	x	x			X							X*	X*		x	X*
TWO-YEAR INSTITUTIONS																					
[illegible]	x	x			x					x		x		x						x	
[illegible]					x				x	x		x									
[illegible]					x					x		x									
[illegible]	x	x			x					x		x		x						x	
[illegible]					x	x	x	x	x	X		x		X		X					
[illegible]					x	x	x	x	x			x		x							
[illegible]					x					x		x								x	
[illegible]					x			x	x	x		x		x							
[illegible]					x																
[illegible]	x				x			x		x		x			x					x	

UNDERGRADUATE ACADEMIC PROGRAMS IN NORTH CAROLINA PRIVATE INSTITUTIONS	Group VIII							Group IX									
	Fine Arts	Art	Commercial Art	Dance	Music	Music History	Theatre Arts	Classical Languages	French	Germanic Languages	German	Greek	Latin	Modern Languages	Romance Languages	Slavic Literature	Spanish
FOUR-YEAR INSTITUTIONS																	
[illegible]	x		x		x				x								x
[illegible]																	
[illegible]		x															
[illegible]		x			x		x		x								x
[illegible]					x				x								
[illegible]					x		x		x		x						x
[illegible]		x			x				x		x						x
[illegible]		x			x			x	x	x		x	x	x	x	x	
[illegible]					x												
[illegible]				x	x			x	x								x
[illegible]		x			x	x	x		x								x
[illegible]		x			x	x	x	x	x	x	x	x	x	x	x		x
[illegible]		x					x										x
[illegible]	x				x				x								
[illegible]					x		x	x	x		x						x
[illegible]					x				x								
[illegible]		x			x		x	x	x				x				x
[illegible]		x			x				x				x				x
[illegible]		x			x				x		x						x
[illegible]					x		x		x								x
[illegible]					x		X		x		x						
[illegible]		x			x				x		x						x
[illegible]		x															
[illegible]	x	x			x				x					x			
[illegible]		x			x				x								
[illegible]	x	x			x			x	x		x		x				x
[illegible]		x			x		x		x								
[illegible]					x		x		x		x	x	x				x
[illegible]					x		X										
TWO-YEAR INSTITUTIONS																	
[illegible]		x	x		x		x		x								x
[illegible]		x	x	x	x				x								x
[illegible]		x			x												
[illegible]	x	x			x		X		x		x						x
[illegible]	X	x			x	X	x		x								x
[illegible]	x	x		x	x	x	x		x						x		x
[illegible]		x			x												
[illegible]		x	x		x	x	x		x								x
[illegible]	X	x		X	x	X	x		x		x		x				x
[illegible]					x				x		x						x

UNDERGRADUATE ACADEMIC PROGRAMS IN NORTH CAROLINA PRIVATE INSTITUTIONS	Group X														
	Anesthesiology	Lab. Technician	Medical Records	Medical Science	Medical Technology	Nursing	Physical Therapy	Physician's Asst	Pre-Dental	Pre-Medical	Pre-Pharmacy	Pre-Veterinary Medicine	Radiologic Technology	Speech Pathology & Audiology	X Ray Technician
FOUR-YEAR INSTITUTIONS															
[illegible]					x	x			x	x					
[illegible]															
[illegible]					x				x	x	x	x			
[illegible]					x	x				x					
[illegible]					x				x	x					
[illegible]					x			x	x	x		x			
[illegible]										x					
[illegible]					x	x		x							
[illegible]		X							x	x	x	x	x		x
[illegible]					x										
[illegible]			x		x		X*	x	x	x		x	x*		X
[illegible]	x				x	x			x	x	x	x			
[illegible]					x				x	x					
[illegible]					x				x	x	x	x			
[illegible]					x	x		x	x	x	x	X			
[illegible]									x	x	x				
[illegible]				x					x	x		x			
[illegible]									x	x		x			
[illegible]										x					
[illegible]															
[illegible]					x	x	x	x	x	x		x			
[illegible]					x										
[illegible]					x					x					
[illegible]					x				x	x		x			
[illegible]															
[illegible]					x					x		x			
[illegible]									x	x		x		x	
[illegible]															
[illegible]									x	x	x	x			
TWO-YEAR INSTITUTIONS															
[illegible]						x			x	x	x	x			
[illegible]									x	x					
[illegible]															
[illegible]			x			x	x		x	x					
[illegible]					x	x			x	x		x			
[illegible]															
[illegible]						x			x	x					
[illegible]					x	x	x		x	x	x				
[illegible]						X				X					
[illegible]		x				x			x	x	x				

*Program offered in conjunction with one or more institutions

**Management Science

CATEGORY LISTING

Agriculture and Natural Resources — Group I
Area Studies — Group II
Biological Sciences — Group III
Business and Management — Group IV
Communications — Group V
Computer and Informational Services — Group VI
Engineering — Group VII
Fine and Applied Arts — Group VIII
Foreign Languages — Group IX
Health Professions — Group X
Home Economics — Group XI
Law — Group XII
Letters — Group XIII
Mathematics — Group XIV
Military Sciences — Group XV
Physical Sciences — Group XVI
Psychology — Group XVII
Public Affairs and Services — Group XVIII
Social Sciences — Group XIX
Theology — Group XX
Interdisciplinary Studies — Group XXI

Table A-2-39 Cont.

UNDERGRADUATE ACADEMIC PROGRAMS IN NORTH CAROLINA PRIVATE INSTITUTIONS	Grp XI	Grp XII	Group XIII				Group XIV		Group XV			Group XVI					
	Home Economics	Pre-Law	Classics	English	Philosophy	Speech	Mathematics	Mathematics & Computer Sci.	Air Force ROTC	Army ROTC	Navy ROTC	Chem. Physics	Chemistry	Geology	Natural Science & Physics	Phys. Science	Physics
FOUR-YEAR INSTITUTIONS																	
[illegible]		X		X			X						X				
[illegible]													X				
[illegible]		X		X						X			X			X	
[illegible]	X			X			X						X				
[illegible]	X	X		X			X	X		X			X	X	X		X
[illegible]				X	X	X	X						X	X			X
[illegible]			X	X	X		X			X			X				X
Duke			X	X	X		X		X		X		X	X			X
Elon		X		X	X		X			X			X				X
[illegible]				X			X										
[illegible]		X		X	X*	X	X		X*	X*			X				
Guilford		X	X	X	X		X	X					X	X	X		X
High Point				X	X		X						X				
Johnson C. Smith		X		X	X		X	X		X*			X				X
Lenoir Rhyne		X	X	X	X	X	X						X				X
Livingstone		X		X			X						X				
Mars Hill	X	X		X			X						X				
Meredith	X	X		X			X	X*					X				
Methodist		X		X	X		X						X			X	
N. C. Wesleyan				X	X		X						X				
Pfeiffer		X		X	X		X			X			X			X	X
Queens				X	X		X						X				
Sacred Heart		X		X									X			X	
St. Andrews		X		X	X		X	X				X	X				
St. Augustine's				X			X		X	X			X				X
Salem	X	X	X	X			X						X				
Shaw				X	X		X		X	X			X				X
Wake Forest				X	X		X			X			X				X
Warren Wilson		X		X			X	X					X			X	X
TWO-YEAR INSTITUTIONS																	
[illegible]		X		X			X					X	X		X	X	X
[illegible]		X		X			X						X				X
[illegible]				X			X						X				
[illegible]		X		X			X			X			X				X
[illegible]				X	X		X						X				X
[illegible]				X	X	X	X						X	X	X	X	X
[illegible]		X		X			X						X				X
[illegible]	X	X		X			X						X				
[illegible]				X		X	X						X			X	X
[illegible]		X					X						X				

UNDERGRADUATE ACADEMIC PROGRAMS IN NORTH CAROLINA PRIVATE INSTITUTIONS	Group XVII		Group XVIII				Group XIX											
	Clinical Studies	Psychology	Human Rel	Law Enforcement (Police Science)	Recreation	Social Work	Afro-American (Black Culture)	Anthropology	Economics	Economics & Bus.	Geography	Government	History	History & Pol. Sci.	Political Science	Pol. Sci. & Sociology	Politics	Public Policy Studies
FOUR-YEAR INSTITUTIONS																		
[illegible]		X											X		X			
[illegible]													X					
[illegible]		X							X	X			X		X			
[illegible]		X											X		X			
[illegible]		X		X		X			X	X		X	X		X			
[illegible]	X	X							X				X		X			
[illegible]		X							X				X		X			
Duke		X					X	X	X				X		X			X
Elon			X	X					X				X		X			
[illegible]		X											X					
[illegible]					X				X	X			X	X	X			
Guilford		X		X					X				X		X			
High Point		X	X							X			X	X	X			
Johnson C. Smith		X				X			X	X			X		X			
Lenoir Rhyne									X				X		X			
Livingstone						X							X		X			
Mars Hill		X				X			X	X			X		X	X		
Meredith		X	X			X			X	X			X		X			
Methodist		X				X				X			X		X			
N. C. Wesleyan		X		X					X	X			X		X			
Pfeiffer		X		X		X			X				X					
Queens		X								X			X		X			
Sacred Heart		X		X		X			X	X			X		X			
St. Andrews		X							X				X				X	
St. Augustine's		X				X								X				
Salem		X							X				X	X				
Shaw									X				X	X	X**		X	
Wake Forest		X							X				X				X	
Warren Wilson						X			X	X				X				
TWO-YEAR INSTITUTIONS																		
[illegible]		X								X			X					
[illegible]		X											X					
[illegible]													X		X			
[illegible]		X											X		X			
[illegible]		X	X		X	X			X			X	X					
[illegible]		X			X	X			X		X	X	X	X	X			
[illegible]		X							X				X		X			
[illegible]		X				X			X					X	X	X		
[illegible]		X				X		X	X				X		X	X		
[illegible]		X			X								X					

UNDERGRADUATE ACADEMIC PROGRAMS IN NORTH CAROLINA PRIVATE INSTITUTIONS	Group XIX			Group XX					Group XXI								
	Social Sciences	Sociology	Sociology & Anthropology	Church Music	Philosophy & Religion	Pre-Ministerial	Religion	Religious Education	Behavioral Science	Chemistry Business	Earth Science	Environmental Studies	General Science	Humanistic Studies	Interdisciplinary Studies	Marine Sciences	Urban Science
FOUR-YEAR INSTITUTIONS																	
[illegible]	X	X		X	X	X											
[illegible]	X	X															
[illegible]		X										X					
[illegible]	X	X															
[illegible]	X	X		X	X	X	X	X									
[illegible]		X			X		X				X				X		
[illegible]		X					X							X	X		
Duke		X					X									X	
Elon	X				X		X	X									
[illegible]	X						X	X					X				
[illegible]		X		X	X	X	X	X							X		
Guilford		X	X			X	X		X		X	X		X	X		
High Point	X	X					X	X	X	X			X				
Johnson C. Smith	X	X				X							X				
Lenoir Rhyne		X		X	X	X	X	X		X		X	X		X		
Livingstone		X															
Mars Hill		X		X		X	X										
Meredith		X					X	X									
Methodist	X	X				X	X						X				
N. C. Wesleyan					X		X		X			X					
Pfeiffer	X	X		X	X		X	X				X	X				
Queens		X			X		X										
Sacred Heart		X										X*			X		
St. Andrews			X	X	X	X	X			X		X		X			
St. Augustine's	X																
Salem		X		X	X		X								X		
Shaw		X				X	X		X			X			X		X
Wake Forest			X				X	X									
Warren Wilson	X	X	X		X				X						X		
TWO-YEAR INSTITUTIONS																	
[illegible]	X	X			X	X	X	X							X		
[illegible]		X			X										X		
[illegible]	X																
[illegible]	X	X					X	X									
[illegible]		X			X	X	X	X								X	
[illegible]	X	X			X	X	X	X				X			X		
[illegible]	X	X		X	X	X	X	X							X		
[illegible]	X	X					X	X					X				
[illegible]		X	—		X		X						X				
[illegible]						X	X										

*Program offered in conjunction with one or more institutions

**Public Administration

CATEGORY LISTING

Agriculture and Natural Resources — Group I
Area Studies — Group II
Biological Sciences — Group III
Business and Management — Group IV
Communications — Group V
Computer and Informational Services — Group VI
Engineering — Group VII
Fine and Applied Arts — Group VIII
Foreign Languages — Group IX
Health Professions — Group X

Home Economics — Group XI
Law — Group XII
Letters — Group XIII
Mathematics — Group XIV
Military Sciences — Group XV
Physical Sciences — Group XVI
Psychology — Group XVII
Public Affairs and Services — Group XVIII
Social Sciences — Group XIX
Theology — Group XX
Interdisciplinary Studies — Group XXI

Table A-2-39 Cont.

EDUCATION PROGRAMS OFFERED IN NORTH CAROLINA PRIVATE INSTITUTIONS

	Education, General	Elementary Education, Intermediate (4-9)	Elementary Education, Early Childhood (K-3)	Secondary Education	Special Education	Education of Mentally Retarded	Education of Emotionally Disturbed	Education of Deaf	Parish Education	Special Learning Disabilities	Business Education	Art Education	Music Education	Science Education	Physical Education	Health & Physical Education	Home Economics Education
Four-year Institutions																	
Atlantic Christian		X	X	X	X			X			X	X	X	X		X	
Barber-Scotia		X	X	X							X						
Belmont Abbey		*X	*X														
Bennett		X	X	X	X								X			X	X
Campbell	X	X	X	X							X		X		X		X
Catawba		X	X	X	X	X							X			X	
Duke		X	X	X										X		X	
Elon		X	X	X							X		X		X	X	
Gardner-Webb		X	X	X												X	
Greensboro	X	X	X	X	X	X	X			X		X	X	X	X		
Guilford	X	X	X	X	X	X	X			X		X	X		X	X	
High Point		X	X	X								X	X			X	
Johnson C. Smith		X	X	X									X			X	
Lenoir Rhyne		X	X	X				X	X		X		X	X	X	X	
Livingstone		X	X	X							X		X	X	X		
Mars Hill		X	X	X							X	X	X	X	X	X	X
Meredith		X	X	X							X	X	X	X			X
Methodist	X	X	X	X								X	X	X	X	X	
N. C. Wesleyan		X	X	X									X		X	X	
Pfeiffer		X	X	X									X	X	X	X	
Queens		X	X	X								X	X				
Sacred Heart		X	X		X							X					
St. Andrews		X	X	X									X		X	X	
St. Augustine's		X	X	X							X					X	
Salem		X	X	X	X					X		X	X	X			
Shaw		X	X	X								X	X	X	X	X	
Wake Forest		X	X	X											X		
Warren Wilson	X	X	X	X									X				
Two-year Institutions																	
Brevard	X	X	X	X							X	X	X	X	X	X	
Chowan	X										X	X	X			X	
Kittrell		X	X	X							X					X	
Lees-McRae	X	X	X	X							X				X	X	
Louisburg	X											X			X		
Montreat-Anderson															X	X	
Mount Olive	X																
Peace	X	X	X	X	X						X	X	X	X	X	X	X
St. Mary's	X	X	X	X											X		
Wingate		X	X	X							X						

*Programs offered in conjunction with one or more institutions.

Table A-2-39 Cont.

TERMINAL OCCUPATIONAL PROGRAMS OFFERED IN NORTH CAROLINA PRIVATE INSTITUTIONS

	Business & Commerce														Mech. & Eng.	Data Proc.	Fine Arts		Health Prof.	Public Service			
	Accounting	Banking	Business	Secretarial Science	Business Administration	Medical Secretary	Legal Secretary	Church Secretary	One-Year Secretarial	General Clerical	Printing Technician	Teletypesetter Perforator	Executive Secretary	Business Management	Textile Management	Data Processing	General Music	Church Music	Nursing	Pre-School Education	Recreational Leadership	Administration of Justice	Social Wo[illegible] & Correctional Science
FOUR-YEAR INSTITUTIONS																							
Atlantic Christian			2-Yr.	2-Yr.					1-Yr.														
Bennett																							
Campbell			2-Yr.	2-Yr.					1-Yr.														
Elon		2-Yr.		2-Yr. 1-Yr.																		2-Yr.	
Gardner-Webb			2-Yr.	2-Yr.				2-Yr.											2-Yr.				
Guilford	2-Yr.													2-Yr.								2-Yr.	
Lenoir Rhyne				2-Yr.																			
Mars Hill	2-Yr.			2-Yr.																			
Sacred Heart																		2-Yr.					
St. Augustine's				2-Yr.																			
TWO-YEAR INSTITUTIONS																							
Brevard				2-Yr.	2-Yr.																		
Chowan	2-Yr.			2-Yr.		2-Yr.	2-Yr.	2-Yr.	1-Yr.	1-Yr.	1-Yr.	1-Yr.											
Kittrell				1-Yr.																			
Lees-McRae				2-Yr.		2-Yr.							2-Yr.										
Louisburg			2-Yr 1-Yr	1-Yr.		2-Yr.	2-Yr.	2-Yr.	1-Yr.	2-Yr 1-Yr			2-Yr.								2-Yr.		2-Yr.
Montreat-Anderson	2-Yr.			2-Yr.																	2-Yr.		
Mount Olive				2-Yr 1-Yr	2-Yr 1-Yr			2-Yr 1-Yr	1-Yr.									2-Yr.					
Peace	2-Yr.			2-Yr.		2-Yr.	2-Yr.						2-Yr.										
St. Mary's				1-Yr.																			
Wingate	2-Yr 1-Yr			1-Yr.		2-Yr.	2-Yr.	2-Yr.					2-Yr.	2-Yr.	2-Yr.	1-Yr.	2-Yr.	2-Yr.		2-Yr.	2-Yr.		

Table A-[illegible]

NORTH CAROLINA AND UNITED STATES POPULATION TRENDS AND PROJECTIONS BY AGE, 1960-80

AGE	1960	1970		1980		
	N.C.	USA (000)	N.C.	USA (000)	NC Series 1	NC Series 2
Total	4,556,155	204,878	5,082,059	222,769	5,446,106	5,542,595
0- 4	526,466	17,148	437,145	17,259	449,556	499,507
5- 9	508,059	19,898	494,799	16,139	418,846	465,385
10-14	486,582	20,835	520,719	17,804	434,161	434,161
15-19	408,133	19,315	519,514	20,589	509,520	509,520
20-24	317,612	17,184	464,072	20,908	498,129	498,129
25-29	292,897	13,718	346,705	18,933	440,520	440,520
30-34	306,281	11,576	297,201	17,224	435,120	435,120
35-39	310,935	11,151	288,075	14,027	341,995	341,995
40-44	282,006	11,991	301,012	11,675	292,772	292,772
45-49	260,180	12,147	295,832	11,014	274,851	274,851
50-54	219,314	11,163	266,216	11,626	285,085	285,085
55-59	182,614	9,998	237,113	11,303	270,825	270,825
60-64	142,909	8,666	199,536	9,744	242,634	242,634
65-69	122,248	7,023	156,486	8,663	203,543	203,543
70-74	88,206	5,465	112,056	6,749	156,751	156,751
75-up	101,713	7,600	145,578	9,112	191,797	191,797
Median Age	25.5	27.9	26.5	29.9	29.7	29.8
Percent Male	49.3%	48.9%	49.0%	48.[illegible]%	48.6%	48.7%
Percent White	74.6%	87.6%	7[illegible]	87.6%	7[illegible]%	79.0%

Note: Series 1 is based on assumption of 10 per cent decline from 1 April 1970 in age specific rates during the 1970-80 decade. C. Horace Hamilton, North Carolina Population Trends: A Demographic Sourcebook (3 vols., Chapel Hill: Carolina Population Center, 1974, 1975), III, p. 222.

Series 2 is based on the assumption that migration and mortality rates for the decade 1960-1970 will remain unchanged until 1980. U. S. Census of Population, 1970, General Characteristics, North Carolina, PC (1) - B35, Table 20.

USA 1980 projections are Series [illegible] from Population Estimates and Projections, Series P-25, No. 541, p. 9, Feb. 1975

Table A-3-2

NORTH CAROLINA POPULATION BY RESIDENCE AND COLOR, 1960-70

Residence and Color	Population 1970	Population 1960	Population Change Number	Population Change Percent	Percentage Distributions: By Color And Area 1970	By Color And Area 1960	Area By Color 1970	Area By Color 1960	Color By Areas 1970	Color By Areas 1960
Grand Total	5,082,059	4,556,155	525,904	10.3	100.0	100.0	100.0	100.0	100.0	100.0
White	3,905,587	3,399,448	506,139	13.0	76.9	74.6	100.0	100.0	76.9	74.6
Nonwhite	1,176,472	1,156,707	19,765	1.7	23.1	25.4	100.0	100.0	23.1	25.4
Urban	2,285,521	1,801,921	483,600	21.2	45.0	39.5	--	--	100.0	100.0
White	1,728,660	1,344,836	383,824	22.2	34.0	29.5	44.3	39.6	75.6	74.6
Nonwhite	556,861	457,085	99,776	17.[illegible]	11.0	10.0	47.3	39.5	24.4	25.4
Rural	2,796,538	2,754,234	42,304	1.5	55.0	60.5	--	--	100.0	100.0
White	2,176,927	2,054,612	122,315	5.6	42.8	45.1	55.7	60.4	77.8	74.6
Nonwhite	619,611	699,622	- 80,011	-11.4	12.2	15.4	52.7	60.5	22.2	25.4
Rural Nonfarm	2,421,846	1,945,855	475,991	19.7	47.7	42.7	--	—	100.0	100.0
White	1,899,062	1,520,172	378,890	20.0	37.4	33.4	48.6	44.7	78.4	78.1
Nonwhite	522,784	425,683	97,101	18.6	10.3	9.3	44.4	36.8	21.6	21.9
Rural Farm	374,692	808,379	-433,687	-53.6	7.4	17.7	--	--	100.0	100.0
White	277,865	534,440	-256,575	-48.0	5.5	11.7	7.1	15.7	74.2	66.1
Nonwhite	96,827	273,939	-177,112	-64.7	1.9	6.0	8.2	23.7	25.8	33.9
Metropolitan	2,141,753	1,744,337	397,416	18.6	42.1	38.3	--	--	100.0	100.0
White	1,688,090	1,361,412	326,678	19.4	33.2	29.9	43.2	40.0	78.8	78.0
Nonwhite	453,663	382,925	70,738	15.6	8.9	8.4	38.6	33.1	21.2	22.0
Urban	1,402,802	1,081,078	321,724	22.9	27.6	23.7	--	--	100.0	100.0
White	1,053,730	809,890	243,840	23.1	20.7	17.8	27.0	23.8	75.1	74.9
Nonwhite	349,072	271,188	77,884	22.3	6.9	6.0	29.7	23.4	24.9	25.1
Rural	738,951	663,259	75,692	10.2	14.5	14.6	--	—	100.0	100.0
White	634,360	551,522	82,838	13.1	12.5	12.1	16.2	16.2	85.8	83.2
Nonwhite	104,591	111,737	- 7,146	6.4	2.1	2.5	8.9	9.7	14.2	16.8
Rural Nonfarm	674,775	551,465	123,310	18.3	13.3	12.1	--	--	100.0	100.0
White	579,567	463,143	116,424	20.1	11.4	10.2	14.8	13.6	85.9	84.0
Nonwhite	95,208	88,322	6,886	7.2	1.9	1.9	8.1	7.6	14.1	16.0
Rural Farm	64,176	111,794	- 47,618	-42.6	1.3	2.5	--	—	100.0	100.0
White	54,793	88,352	- 33,559	-38.0	1.1	1.9	1.4	2.6	85.4	79.0
Nonwhite	9,383	23,442	- 14,059	-60.0	0.2	0.5	0.8	2.0	14.6	21.0
Nonmetropolitan	2,940,306	2,811,818	128,488	4.4	57.9	61.7	--	--	100.0	100.0
White	2,217,497	2,038,036	179,461	8.1	43.6	44.7	56.8	60.0	75.4	72.5
Nonwhite	722,809	773,782	- 50,973	- 6.6	14.2	17.0	61.4	66.9	24.6	27.5
Urban	882,719	720,843	161,876	18.3	17.4	15.8	--	--	100.0	100.0
White	674,930	534,946	139,984	20.7	13.3	11.7	17.3	15.7	76.5	74.2
Nonwhite	207,789	185,897	21,892	10.5	4.1	4.1	17.7	16.1	23.5	25.8
Rural	2,057,587	2,090,975	- 33,388	- 1.6	40.5	45.9	--	—	100.0	100.0
White	1,542,567	1,503,090	39,477	2.6	30.4	33.0	39.5	44.2	75.0	71.9
Nonwhite	515,020	587,885	- 72,865	-12.4	10.1	12.9	43.8	50.8	25.0	28.1
Rural Nonfarm	1,747,071	1,394,390	352,681	20.2	34.4	30.6	--	--	100.0	100.0
White	1,319,495	1,057,029	262,466	19.9	26.0	23.2	33.8	31.1	75.5	75.8
Nonwhite	427,576	337,361	90,215	21.0	8.4	7.4	36.3	29.2	24.5	24.2
Rural Farm	310,516	696,585	-386,069	-55.4	6.1	15.3	--	—	100.0	100.0
White	223,072	446,088	-223,016	-50.0	4.4	9.8	5.7	13.1	71.8	64.0
Nonwhite	87,444	250,497	-163,053	-65.1	1.7	5.5	7.4	21.7	28.2	36.0

Source: C. Horace Hamilton, North Carolina Population Trends, A Demographic Sourcebook (3 vols., Chapel Hill: Carolina Population Center, 1974, 1975), I, p. 6[illegible]

Note: Urban populations comprise all persons living in (1) incorporated places of 2,500 or more: (2) the urban fringe, whether incorporated or not, around cities of 50,000 or more; and (3) unincorporated places of 2,500 or more outside of an urban fringe. The remaining population is classified as "rural."

Table A-3-3

STATE OF BIRTH DATA SHOWING LONG-TERM MIGRATION TRENDS, UNITED STATES NATIVE POPULATION TO AND FROM STATE, BY COLOR - NORTH CAROLINA, 1870-1970

Census Year and Color	Native population of the United States born in North Carolina			Native population of the United States living in North Carolina			Gain(+) or loss(-) thru interstate migration	
	Total	Living in Other States		Total	Born in Other States		Number	Percent based on population born in North Carolina
		Number	Percent		Number	Percent		
State Total								
1970	5,362,248	1,361,280	25.4	4,818,104	817,136	17.0	-544,144	-10.1
1960	5,038,600	1,222,985	24.3	4,444,048	628,433	14.1	-594,552	-11.8
1950	4,430,510	900,435	20.3	4,005,315	475,240	11.9	-425,195	- 9.6
1940	3,823,537	611,096	16.0	3,556,035	343,594	9.7	-267,502	- 7.0
1930	3,398,364	554,912	16.3	3,158,730	315,278	10.0	-239,634	- 7.1
1920	2,835,102	443,844	15.7	2,549,254	157,996	6.2	-285,848	-10.1
1910	2,470,495	380,767	15.4	2,200,055	110,327	5.0	-270,440	-10.9
1900	2,135,286	331,258	15.5	1,889,318	85,290	4.5	-245,968	-11.5
1890	1,854,873	293,404	15.8	1,614,245	52,770	3.3	-240,628	-13.0
1880	1,638,058	293,505	17.9	1,396,008	54,178	3.7	-242,050	-14.8
1870	1,336,040	307,362	23.0	1,068,320	39,642	3.7	-267,720	-20.0
White								
1970	3,881,163	880,387	22.7	3,709,084	708,308	19.1	-172,079	- 4.4
1960	3,568,531	770,394	21.6	3,315,263	517,126	15.6	-253,268	- 7.1
1950	3,107,250	538,745	17.3	2,936,555	368,050	12.5	-170,695	- 5.5
1940	2,673,609	361,517	13.5	2,553,928	241,836	9.5	-119,681	- 4.5
1930	2,353,460	334,237	14.2	2,224,424	205,201	9.2	-129,036	- 5.5
1920	1,947,282	281,903	14.5	1,774,991	109,612	6.2	-172,291	- 8.8
1910	1,655,835	237,229	14.3	1,494,454	75,848	5.1	-161,381	- 9.7
1900	1,395,556	193,937	13.9	1,259,209	57,590	4.6	-136,347	- 9.8
1890	1,192,833	177,004	14.8	1,051,720	35,891	3.4	-141,113	-11.8
1880	1,028,756	200,115	19.5	863,550	34,909	4.0	-165,206	-16.1
1870	866,446	218.201	25.2	675,483	27,238	4.0	-190,963	-22.0
Nonwhite								
1970	1,481,085	480,893	32.5	1,109,020	108,828	10.0	-372,065	-25.1
1960	1,470,069	452,591	30.8	1,128,785	111,307	9.9	-341,284	-23.2
1950	1,323,260	361,690	27.3	1,068,760	107,190	10.0	-254,500	-19.2
1940	1,149,928	249,579	21.7	1,002,107	101,758	10.2	-147,821	-12.8
1930	1,044,904	220,675	21.1	934,306	110,077	11.8	-110,598	-10.6
1920	887,820	161,941	18.2	774,263	48,384	6.2	-113,557	-12.8
1910	814,660	143,538	17.6	705,601	34,479	4.9	-109,059	-13.4
1900	739,730	137,321	18.6	630,109	27,700	4.4	-109,621	-14.8
1890	662,040	116,400	17.6	562,525	16,885	3.0	- 99,515	-15.0
1880	609,302	93,390	15.3	532,458	16,546	3.1	- 76,844	-12.6
1870	469,594	89.161	19.0	392,837	12,404	3.2	- 76,757	-16.3

Source: 1870-1930: N.C. Agricultural Experiment Station Bulletin 295, Rural-Urban Migration in North Carolina, February 1935, Table 13, p. 51; 1940: U.S. Census of Population, State of Birth of the Native Population, Tables 14 and 16; 1950: U.S. Census of Population, Special Report P-E, No. 4A, State of Birth, Tables 8-9; 1960: U.S. Census of Population, North Carolina General Social and Economic Characteristics, PC(1)-35C, Table 39; State of Birth, Subject Report PC(2)-2a, Tables 11-14 (which exclude native persons born outside the U.S. and persons for whom no state of birth was reported); 1970: U.S. Census of Population, Subject Report PC(2)-2a, State of Birth, Tables 5-7 and 13.

Table A-3-4

PER CAPITA PERSONAL INCOME - UNITED STATES, THE SOUTH, NORTH CAROLINA, 1955-74

Year	Per Capita Income United States	 South	 North Carolina	Annual Percent Change United States	 South	 North Carolina	Percent Ratio to U.S. Per Capita Income South	 North Carolina
1974	$5,448	$4,696	$4,665	8.46%	9.01%	9.33%	86.20%	85.63%
1973	5,023	4,308	4,267	10.71	11.64	10.74	85.77	84.95
1972	4,537	3,859	3,853	8.15	10.35	11.04	85.06	84.92
1971	4,195	3,497	3,470	5.77	7.37	6.70	83.36	82.72
1970	3,966	3,257	3,252	6.24	8.03	7.65	82.12	82.00
1969	3,733	3,015	3,021	7.98	9.20	10.01	80.77	80.93
1968	3,457	2,761	2,746	8.44	9.52	9.14	79.87	79.43
1967	3,188	2,521	2,516	6.23	12.54	7.61	79.08	78.92
1966	3,001	2,240	2,338	7.76	6.36	11.02	74.64	77.91
1965	2,785	2,106	2,106	6.99	5.94	6.96	75.62	75.62
1964	2,603	1,988	1,969	5.43	6.48	6.55	76.37	75.64
1963	2,469	1,867	1,848	3.70	5.30	4.88	75.62	74.85
1962	2,381	1,773	1,762	4.71	5.10	6.53	74.46	74.00
1961	2,274	1,687	1,654	2.34	3.56	4.03	74.19	72.74
1960	2,222	1,629	1,590	-	-	-	73.31	71.56
1955	1,876	1,469	1,313	-	-	-	78.30	70.04

Source: 1967-1974 Survey of Current Business, LV (August 1975) No. 8, p. 11;
1955-1966 Bureau of Economic Analysis

Table A-3-5

MEDIAN 1969 FAMILY INCOME BY EDUCATION, AGE, AND SEX OF HEAD - UNITED STATES AND NORTH CAROLINA, 1970

Years of School Completed	All Families by Age of Head				All Ages Median* Income	Negro Families by Age of Head				All Ages Median* Income
	25-34	35-44	45-54	55-64		25-34	35-44	45-54	55-64	
					United States					
Elementary school										
Less than 5 years	$5,413	$5,837	$5,930	$5,259	$4,515	$3,954	$4,659	$4,763	$4,219	$3,655
5 to 7 years	6,208	7,026	8,124	7,347	6,369	4,395	5,630	6,062	5,410	4,971
8 years	7,254	8,872	9,533	8,611	7,573	4,808	6,176	6,911	6,346	5,645
High school										
1 to 3 years	7,965	9,767	10,940	9,804	8,867	5,358	6,636	7,578	6,936	5,930
4 years	9,439	11,079	12,437	11,496	10,195	7,322	8,012	8,984	8,161	7,418
College										
1 to 3 years	10,807	12,684	14,297	13,331	11,495	9,129	9,929	10,871	9,526	9,049
4 years	12,959	16,100	18,640	17,248	14,203	11,485	12,314	12,666	10,950	11,313
5 or more years	12,915	18,002	20,843	20,820	16,337	12,790	1[illegible]500	17,193	15,740	14,536
Median school year completed	12.5	12.3	12.1	10.8	---	12.0	[illegible].7	9.0	7.6	---
Husband and wife:										
Not high sch.graduates	7,470	8,881	9,400	8,094	---	6,003	6,837	6,902	5,699	---
College graduates	13,504	19,232	22,418	22,319	---	13,952	18,143	19,632	18,148	---
					North Carolina					
Elementary school										
Less than 5 years	$4,639	$5,146	$5,430	$4,573	$4,014	$3,303	$4,081	$4,214	$3,703	$3,406
5 to 7 years	5,859	7,148	7,143	5,884	5,844	3,789	4,817	4,966	4,344	4,251
8 years	6,782	7,914	8,140	6,702	6,755	4,328	5,259	5,116	4,765	4,613
High school										
1 to 3 years	7,279	8,583	9,463	8,181	7,826	4,922	5,313	5,797	5,274	5,004
4 years	8,694	9,844	10,759	9,817	8,762	6,561	6,668	7,115	5,996	6,323
College										
1 to 3 years	9,957	11,758	13,032	11,848	10,131	7,825	8,214	7,755	8,075	7,469
4 years	12,013	14,516	17,068	14,652	12,947	9,822	11,020	11,861	9,683	9,904
5 or more years	11,672	16,523	19,215	18,529	14,437	10,833	14,563	16,447	15,440	14,105
Median school year completed	12.3	11.5	9.9	8.4	---	11.3	9.4	7.7	6.4	---
Husband and wife:										
Not high sch.graduates	6,691	7,883	8,237	6,404	---	4,877	5,397	5,395	4,591	---
College graduates	12,666	17,810	20,336	19,696	---	12,593	16,367	17,977	16,438	---

Source: U.S. Census of Population, Detailed Characteristics, PC(1)-DL, Table 254 and PC(1)-D35, Table 202.

*Includes the two open-end intervals -- under 25, and 65 and over -- which are not shown here.

Table A-3-6

PERCENTAGE OF POPULATION AGE 25 AND OVER WITH FOUR OR MORE YEARS OF COLLEGE EDUCATION, BY RACE, SEX, AND RESIDENCE - UNITED STATES AND NORTH CAROLINA, 1940-70

Race, Sex, and Rural-Urban Residence	1940		1950		1960		1970	
	U.S.	N.C.	U.S.	N.C.	U.S.	N.C.	U.S.	N.C.
Total	4.6	4.1	6.2	5.0	7.7	6.3	10.7	8.5
White male	5.9	4.7	7.9	5.6	10.3	8.0	14.4	11.1
White female	4.0	5.1	5.4	5.8	6.0	6.1	8.4	7.9
Nonwhite male	1.4	1.3	2.1	2.0	3.5	2.7	5.8	3.7
Nonwhite female	1.2	1.7	2.4	3.2	3.6	4.2	5.4	5.0
Urban	5.8	7.4	7.5	8.3	8.9	9.7	12.1	12.8
White male	7.6	9.7	9.8	10.3	12.3	13.3	16.9	18.1
White female	4.7	8.9	6.3	9.1	6.8	9.1	9.4	11.6
Nonwhite male	2.2	2.7	2.3	3.7	4.2	4.6	6.6	5.8
Nonwhite female	1.7	3.0	2.9	4.8	4.0	6.1	5.9	6.9
Rural nonfarm	4.3	4.6	4.8	4.5	5.3	4.5	7.1	5.3
White male	5.3	5.3	5.8	4.9	6.9	5.5	9.0	6.6
White female	3.8	5.7	4.5	5.3	4.4	4.4	6.0	5.1
Nonwhite male	1.0	1.3	1.3	1.6	1.8	1.8	2.4	2.1
Nonwhite female	0.9	1.6	1.6	2.8	2.4	3.1	3.2	3.1
Rural farm	1.3	1.2	1.5	1.5	2.8	2.1	4.5	3.1
White male	1.4	1.1	2.0	1.3	2.7	1.9	4.3	2.8
White female	1.6	1.8	2.5	2.2	3.3	3.0	4.9	3.9
Nonwhite male	0.3	0.3	0.4	0.5	0.7	0.6	1.7	1.0
Nonwhite female	0.3	0.5	0.8	1.3	1.6	1.4	3.0	2.3

Source: C. Horace Hamilton, North Carolina Population Trends: A Demographic Sourcebook (3 vols., Chapel Hill: Carolina Population Center, 1974, 1975), III, p. 193.

Table A-3-7

PERCENTAGE OF NORTH CAROLINA RESIDENT STUDENTS ENROLLED IN NORTH CAROLINA INSTITUTIONS*, BY AGE, FALL 1975

AGE	PERCENTAGE	CUMULATIVE PERCENTAGE
Less than 18	1.0%	1.0%
18	11.9	12.9
19	15.8	28.7
20	14.2	42.9
21	13.4	56.3
22	7.7	64.0
23	4.4	68.4
24	3.3	71.7
25	2.7	74.4
26-30	9.0	83.4
31-35	3.9	87.3
36-40	1.9	89.2
41-45	1.4	90.6
46-50	0.7	91.3
More than 50	1.1	92.4
Unknown	7.6	100.0

*Community colleges and military centers are omitted.

Table A-3-8

NORTH CAROLINA COLLEGE-AGE POPULATIONS 18 TO 21 AND 18 TO 23; 1965-80

Year	Live Births 18 Years Prior*	College Age Population (18-21)**	Extended College Age Population (18-23)**
1965	112,877	370,600	447,300
1966	109,430	389,300	477,800
1967	107,970	409,900	503,500
1968	106,486	416,400	537,000
1969	110,910	415,800	569,800
1970	111,272	418,266	605,400
1971	111,856	423,800	606,000
1972	114,846	433,000	613,000
1973	115,365	438,000	622,000
1974	116,274	444,500	633,000
1975	113,440	447,500	637,000
1976	110,698	445,000	639,000
1977	110,884	442,000	640,000
1978	109,779	436,000	638,000
1979	111,880	434,000	636,000
1980	109,672	433,000	630,000

*Vital Statistics (N.C. Department of Human Resources, Division of Health Services, 1974 and prior years).

**College-age population estimated except for 1970.

Table A-3-9

ACTUAL AND PROJECTED HIGH SCHOOL GRADUATES
1968-75 ACTUAL AND 1976-85 PROJECTED

Year	N. C.[1] Live Births 18 Years Prior	High School[2] Graduates N. C.	Six-Year Cumulative High School Graduates N. C.	High School[3] Graduates USA (000)	Six-Year Cumulative High School Graduates USA (000)
1968	106,486	64,677	364,854	2,702	14,918
1969	110,910	67,287	383,660	2,829	15,797
1970	111,272	67,564	398,118	2,896	16,403
1971	111,856	68,821	399,538	2,943	16,681
1972	114,846	70,242	403,599	3,006	17,055
1973	115,365	69,322	407,911	3,037	17,413
1974	116,274	69,972	413,206	3,095	17,806
1975	113,440	69,814	415,735	3,119	18,096
1976	110,698	70,000	418,171	3,130	18,330
1977	110,884	71,100	420,450	3,148	18,535
1978	109,779	70,900	421,108	3,133	18,662
1979	111,880	72,000	423,786	3,086	18,711
1980	109,672	71,800	425,614	3,043	18,659
1981	107,364	70,600	426,319	3,001	18,541
1982	106,061	70,600	426,929	2,908	18,319
1983	97,656	66,800	422,642	2,783	17,954
1984	92,727	63,200	414,903	2,679	17,500
1985	92,600	62,400	405,332	NA	NA

---

[1] Vital Statistics (N. C. Department of Human Resources, Division of Health Services, 1974 and prior years).

[2] High school graduate projections provided by State Department of Public Instruction. These figures represent only graduates of North Carolina public high schools; they do not include graduates of private high schools (2,400 in 1975) or recipients of G.E.D. certificates (13,722 in 1975).

[3] Projections of Educational Statistics to 1983-84, (Washington, D.C.: National Center for Education Statistics, 1975).

Table A-3-10

COMPARISON OF NORTH CAROLINA AND NATIONAL FIRST-TIME COLLEGE ENROLLMENT AS A PERCENTAGE OF HIGH SCHOOL GRADUATES

Year	Total 1st Time Enrollment Going Anywhere to College		Total 1st Time Enrollment Remaining In State of Residence of College		High School Graduates		Percentage of H. S. Grad. That are 1st Time Students			
							Going Anywhere To College		Remaining In State of Residence of College	
	USA (000)	N.C.	USA* (000)	N.C.	USA (000)	N.C.	USA	N.C.	USA	N.C.
1963	1,046	17,824	878	15,863	1,950	48,480	53.6%	36.8%	45.0%	32.7%
1968	1,630	26,427	1,368	23,698	2,702	64,677	60.3	40.9	50.6	36.6
1969	1,749	27,943**	1,468	25,252	2,829	67,287	61.8	42.0	51.9	38.0
1970	1,780	29,635**	1,494	26,933	2,896	67,564	61.5	43.9	51.6	39.9
1971	1,766	29,458**	1,482	26,706	2,943	68,821	60.0	42.8	50.3	38.8
1972	1,740	28,954**	1,461	26,145	3,006	70,242	57.7	41.2	48.6	37.2
1973	1,757	28,223**	1,475	25,451	3,037	69,322	57.8	40.7	48.6	36.7
1974	1,854	29,684**	1,556	26,877	3,095	69,972	59.9	42.4	50.3	38.4
1975	1,893	30,900**	1,589	28,114	3,119	69,814	60.7	44.3	50.9	40.3

*Estimated and based on data from: Residence and Migration of College Students, Fall 1968: Analytic Report (Washington: U.S. Office of Education, 1970).

**Assumes that 4% of high school graduates go outside the State (4.04% went out in 1963 and 4.22% went out in 1968).

Source of USA Enrollment Data: Projections of Educational Statistics to 1983-84 (Washington: National Center for Education Statistics, 1974).

Table A-3-11

COMPARISON OF NORTH CAROLINA AND NATIONAL RATIOS OF IN-STATE ENROLLMENT TO SIX-YEAR CUMULATIVE HIGH SCHOOL GRADUATES, 1968-1975

	Degree Credit Enrollment				Six-Year Cumulative High School Graduates		Going-Rate Ratios			
Year	N.C. Residents* Remaining In State 1	N.C. Residents** Enrolled in Other States 2	Total N.C. Residents Enrolled Anywhere 3	USA*** (000) 4	N.C. 5	USA (000) 6	N.C. In-State Ratio 7 (1÷5)	Total N.C. Ratio 8 (3÷5)	USA Ratio 9 (4÷6)	Ratio of USA Going Rate to N.C. Going Rate 10 (9÷8)
1968	88,525	12,591	101,116	6,983	364,854	14,918	.243	.277	.468	1.690
1969	93,762	13,200	106,962	7,543	383,660	15,797	.244	.279	.477	1.710
1970	101,639	13,700	115,339	7,986	398,118	16,403	.255	.290	.487	1.679
1971	107,056	13,800	120,856	8,188	399,538	16,681	.268	.302	.491	1.626
1972	109,855	13,800	123,655	8,342	403,599	17,055	.272	.306	.489	1.598
1973	112,578	13,700	126,278	8,602	407,911	17,413	.276	.310	.494	1.594
1974	119,985	13,700	133,685	9,110	413,206	17,806	.290	.324	.512	1.580
1975****	129,587	13,400	142,987	9,420	415,735	18,096	.312	.344	.521	1.515

*Excluding military centers.

**Estimated by Planning Division, General Administration, The University of North Carolina.

***Projections of Educational Statistics to 1983-84 (Washington: National Center for Education Statistics, 1974).

****High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included.

Table A-3-12

ENROLLMENT TRENDS IN NORTH CAROLINA PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES, 1900-1975

Year (Fall)	Public Institutions		Private Institutions*		All Institutions*
	Number	Percent	Number	Percent	Number
1900	1,766	37.6%	2,932	62.4%	4,698
1910	2,581	39.2	4,005	60.8	6,586
1920	4,751	59.7	3,210	40.3	7,961
1930	9,324	49.3	9,605	50.7	18,929
1940	15,233	47.7	16,713	52.3	31,946
1946	21,518	49.9	21,582	50.1	43,100
1947	23,912	51.3	22,686	48.7	46,598
1948	23,657	51.4	22,382	48.6	46,039
1949	24,247	52.5	21,956	47.5	46,203
1950	23,870	53.4	20,872	46.6	44,742
1951	21,877	53.7	18,831	46.3	40,708
1952	22,314	54.0	19,013	46.0	41,327
1953	22,888	53.4	19,967	46.6	42,855
1954	23,867	51.9	22,131	48.1	45,998
1955	25,968	52.0	23,957	48.0	49,925
1956	28,228	51.8	26,306	48.2	54,534
1957	28,414	50.8	27,481	49.2	55,895
1958	30,498	50.8	29,575	49.2	60,073
1959	33,063	52.2	30,325	47.8	63,388
1960	35,894	53.1	31,679	46.9	67,573
1961	40,056	53.3	35,145	46.7	75,201
1962	43,419	53.7	37,385	46.3	80,804
1963	47,567	55.3	38,518	44.7	86,085
1964	52,541	56.2	40,892	43.8	93,433
1965	60,922	58.1	43,930	41.9	104,852
1966	67,065	59.5	45,740	40.5	112,805
1967	73,708	61.1	46,850	38.9	120,558
1968	79,076	62.3	47,763	37.7	126,839
1969	84,427	63.9	47,708	36.1	132,135
1970	92,597	65.9	47,888	34.1	140,485
1971	96,371	66.0	49,636	34.0	146,007
1972	98,407	66.5	49,618	33.5	148,025
1973	101,378	67.5	48,883	32.5	150,261
1974	108,638	68.9	49,040	31.1	157,678
1975	119,294	70.7	49,350	29.3	168,644

---

*Includes seminary and Bible colleges.

Table A-3-13

DISTRIBUTION AND PERCENTAGE INCREASE OF ENTERING FRESHMEN IN NORTH CAROLINA COLLEGES AND UNIVERSITIES

	PUBLIC INSTITUTIONS						PRIVATE INSTITUTIONS						ALL INSTITUTIONS					
	In-State		Out-of-State		Total		In-State		Out-of-State		Total		In-State		Out-of-State		Total	
YEAR	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year
1965	15,003	- %	2,683	- %	17,686	- %	8,577	- %	6,192	- %	14,769	- %	23,580	- %	8,875	- %	32,455	- %
1966	14,601	-2.7	2,661	-0.8	17,262	-2.4	8,237	-4.0	6,359	2.7	14,596	-1.2	22,838	-3.2	9,020	1.6	31,858	-1.8
1967	14,655	0.4	3,101	16.5	17,756	2.9	7,770	-5.7	6,177	-2.9	13,947	-4.4	22,425	-1.8	9,278	2.9	31,703	-0.5
1968	15,649	6.8	2,928	-5.6	18,577	4.6	7,831	0.8	6,347	2.8	14,178	1.6	23,480	4.7	9,275	-0.0	32,755	3.3
1969	17,893	14.3	2,962	1.2	20,855	12.3	7,359	-6.0	6,291	-0.9	13,650	-3.7	25,252	7.6	9,253	-0.2	34,505	5.3
1970	19,684	10.0	2,712	-8.4	22,396	7.4	7,249	-1.5	6,366	1.2	13,615	-0.3	26,933	6.7	9,078	-1.9	36,011	4.4
1971	18,874	-4.1	2,735	0.9	21,609	-3.5	7,832	8.0	6,722	5.6	14,554	6.6	26,706	-0.8	9,457	4.2	36,163	0.4
1972	18,813	-0.3	2,406	-12.0	21,219	-1.8	7,332	-6.4	6,011	-10.6	13,343	-2.3	26,145	-2.1	8,417	-11.0	34,562	-4.4
1973	18,539	-1.5	2,451	1.9	20,990	-1.1	6,912	-5.7	5,833	-3.0	12,745	-6.6	25,451	-2.7	8,284	-1.6	33,735	-2.4
1974	20,004	7.9	2,609	6.4	22,613	7.7	6,873	-0.6	5,764	-1.2	12,637	-0.8	26,877	5.6	8,373	1.1	35,250	4.5
1975	21,220	6.1	2,412	-7.6	23,632	4.5	6,869	-0.1	5,715	-0.9	12,584	-0.4	28,089	4.5	8,127	-2.9	36,216	2.7

Table A-3-14

TABLE III-14:

FALL HEADCOUNT ENROLLMENT BY RESIDENCE STATUS AND LEVEL OF INSTRUCTION IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1965-75

YEAR	TYPE OF CONTROL	IN-STATE Undergraduate	IN-STATE Graduate	IN-STATE Total	IN-STATE Percent In-State	OUT-OF-STATE Undergraduate	OUT-OF-STATE Graduate	OUT-OF-STATE Total	OUT-OF-STATE Percent Out-of-State	STATEWIDE Undergraduate	STATEWIDE Percent Undergraduate	STATEWIDE Graduate	STATEWIDE Percent Graduate	TOTAL
1965	Public	44,184	5,180	49,364	81.03	8,920	2,638	11,558	18.97	53,104	87.17	7,818	12.83	60,922
	Private	23,869	1,955	25,824	58.78	15,875	2,231	18,106	41.22	39,744	90.47	4,186	9.53	43,930
	Total	68,053	7,135	75,188	71.71	24,795	4,869	29,664	28.29	92,848	88.55	12,004	11.45	104,852
1966	Public	48,191	6,002	54,193	80.81	9,774	3,098	12,872	19.19	57,965	86.43	9,100	13.57	67,065
	Private	24,516	1,247	25,763	56.32	17,614	2,363	19,977	43.68	42,130	92.11	3,610	7.89	45,740
	Total	72,707	7,249	79,956	70.88	27,388	5,461	32,849	29.12	100,095	88.73	12,710	11.27	112,805
1967	Public	52,414	6,426	58,840	79.83	11,333	3,535	14,868	20.17	63,747	86.49	9,961	13.15	73,708
	Private	24,584	1,219	25,803	55.08	18,563	2,484	21,047	44.92	43,147	92.10	3,703	7.90	46,850
	Total	76,998	7,645	84,643	70.21	29,896	6,019	35,915	29.79	106,894	88.67	13,664	11.33	120,558
1968	Public	56,649	6,679	63,328	80.08	11,766	3,982	15,748	19.92	68,415	86.52	10,661	13.48	79,076
	Private	24,635	1,215	25,850	54.12	19,541	2,372	21,913	45.88	44,176	92.49	3,587	7.51	47,763
	Total	81,284	7,894	89,178	70.31	31,307	6,354	37,661	29.69	112,591	88.77	14,248	11.23	126,839
1969	Public	61,386	7,190	68,576	81.23	11,731	4,120	15,851	18.77	73,117	86.60	11,310	13.40	84,427
	Private	24,308	1,388	25,696	53.86	19,496	2,516	22,012	46.14	43,804	91.82	3,904	8.18	47,708
	Total	85,694	8,578	94,272	71.35	31,227	6,636	37,863	28.65	116,921	88.49	15,214	11.51	132,135
1970	Public	68,211	8,346	76,557	82.68	11,602	4,438	16,040	17.32	79,813	86.19	12,784	13.81	92,597
	Private	24,257	1,310	25,567	53.39	19,731	2,590	22,321	46.61	43,988	91.86	3,900	8.14	47,888
	Total	92,468	9,656	102,124	72.69	31,333	7,028	38,361	27.31	123,801	88.12	16,684	11.88	140,485
1971	Public	71,518	9,284	80,802	83.84	11,161	4,408	15,569	16.16	82,679	85.79	13,692	14.21	96,371
	Private	25,360	1,439	26,799	53.99	20,085	2,752	22,837	46.01	45,445	91.56	4,191	8.44	49,636
	Total	96,878	10,723	107,601	73.70	31,246	7,160	38,406	26.30	128,124	87.75	17,883	12.25	146,007
1972	Public	74,029	10,270	84,299	85.66	9,832	4,276	14,108	14.34	83,861	85.22	14,546	14.78	98,407
	Private	24,764	1,602	26,366	53.14	20,158	3,094	23,252	46.86	44,922	90.54	4,696	9.46	49,618
	Total	98,793	11,872	110,665	74.76	29,990	7,370	37,360	25.24	128,783	87.00	19,242	13.00	148,025
1973	Public	76,990	11,768	88,758	87.50	8,735	3,885	12,620	12.45	85,725	84.56	15,653	15.44	101,378
	Private	24,138	1,704	25,842	52.87	19,860	3,181	23,041	47.13	43,998	90.01	4,885	9.99	48,883
	Total	101,128	13,472	114,600	76.27	28,595	7,066	35,661	23.73	129,723	86.33	20,538	13.67	150,261
1974	Public	82,063	13,447	95,510	87.92	9,189	3,939	13,128	12.08	91,252	84.00	17,386	16.00	108,638
	Private	24,658	1,962	26,620	54.28	19,243	3,177	22,420	45.72	43,901	89.52	5,139	10.48	49,040
	Total	106,721	15,409	122,130	77.46	28,432	7,116	35,548	22.54	135,153	85.71	22,525	14.29	157,678
1975	Public	90,671	15,660	106,331	89.13	8,962	4,001	12,963	10.93	99,633	83.52	19,661	16.48	119,294
	Private	24,639	2,163	26,802	54.31	19,255	3,293	22,548	45.69	43,894	88.94	5,456	11.06	49,350
	Total	115,310	17,823	133,133	78.94	28,217	7,294	35,511	21.16	143,527	85.11	25,117	14.89	168,644

Table A-3-15

ENROLLMENT TRENDS BY SEX, FULL-TIME AND PART-TIME STATUS,
NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1967 - FALL 1975

	1967		1970		1971		1972		1973		1974		1975	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
UNC														
Male	38,940	58.9%	46,215	57.6%	48,282	56.9%	48,774	55.7%	49,488	54.7%	52,086	53.7%	55,445	52.9%
Female	27,204	41.1	34,059	42.4	36,608	43.1	38,857	44.3	40,966	45.3	44,945	46.3	49,341	47.1
Full-Time	57,604	87.1	67,865	84.5	72,629	85.6	74,338	84.8	75,471	83.4	79,294	81.7	84,135	80.3
Part-Time	8,540	12.9	12,409	15.5	12,261	14.4	13,293	15.2	14,983	16.6	17,737	18.3	20,651	19.7
Total	66,144		80,274		84,890		87,631		90,454		97,031		104,786	
Statewide														
Male	70,832	59.0	81,842	58.0	85,482	57.5	83,962	56.7	83,953	55.9	86,602	55.0	92,148	54.6
Female	49,726	41.0	58,643	42.0	63,226	42.5	64,063	43.3	66,308	44.1	71,076	45.0	76,496	45.4
Full-Time	105,887	88.0	119,491	85.0	126,366	85.0	127,341	86.0	127,676	85.0	131,221	83.0	137,465	81.5
Part-Time	14,671	12.0	20,994	15.0	22,342	15.0	20,684	14.0	22,585	15.0	26,457	17.0	31,176	18.5
Total	120,558		140,485		148,708		148,025		150,261		157,678		168,644	

Table A-3-16

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENTAGE CHANGE BY INSTITUTION, 1965-1975

Institution	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	
											Number	% Change Over 1974
PUBLIC INSTITUTIONS												
UNIVERSITY OF NORTH CAROLINA												
Appalachian	3,954	4,417	4,939	5,580	6,252	6,665	7,345	7,352	7,545	8,014	8,541	6.6%
East Carolina	7,728	8,823	9,360	9,258	9,788	10,007	10,106	10,286	10,068	11,341	11,725	3.4
Elizabeth City	1,013	992	955	1,009	1,039	1,104	1,084	1,109	1,146	1,266	1,629	28.7
Fayetteville	1,195	1,142	1,159	1,243	1,137	1,419	1,490	1,643	1,790	1,848	2,002	8.3
N.C. A and T	3,435	3,595	3,930	3,844	3,714	3,797	4,445	4,510	4,751	4,937	5,345	8.3
N.C. Central	2,779	3,226	3,086	3,042	3,290	3,541	3,723	4,028	4,062	4,391	4,730	7.7
N.C. School of the Arts	-	115	192	218	256	288	328	351	378	379	390	2.9
N.C. State University	9,806	10,203	10,845	11,964	12,691	13,340	13,483	13,809	14,257	15,751	17,471	10.9
Pembroke	1,350	1,410	1,495	1,564	1,696	1,926	2,077	1,980	1,918	1,865	2,183	17.1
UNC-Asheville	594[a]	565[a]	691[a]	748[a]	869	988	1,107	1,129	1,125	1,126	1,404	24.7
UNC-Chapel Hill	13,130	14,156	15,601	16,233	16,430	18,130	19,160	19,224	19,396	19,952	20,536	2.9
UNC-Charlotte	1,815	1,715	2,014	2,351	3,085	4,068	4,676	5,159	6,123	6,656	7,570	13.7
UNC-Greensboro	4,721	4,930	5,365	5,889	6,423	6,703	6,985	7,411	7,856	8,759	9,459	8.0
UNC-Wilmington	1,055[a]	1,201[a]	1,222[a]	1,240[a]	1,425	1,772	1,930	2,280	2,542	2,850	3,309	16.1
Western Carolina	3,001	3,652	3,965	4,310	4,670	5,125	5,330	5,640	5,844	5,934	6,419	8.2
Winston-Salem	1,242	1,295	1,325	1,301	1,346	1,401	1,623	1,720	1,653	1,962	2,073	5.7
UNC Total	56,818	61,437	66,144	69,794	74,111	80,274	84,890	87,631	90,454	97,031	104,786	8.0
MILITARY CENTERS												
Fort Bragg[b]	470	683	971	1,070	936	1,068	1,061	1,020	891	1,490	2,697	81.0
Camp Lejeune (ECU)	449	427	450	408	362	322	365	369	385	266	339	27.4
Cherry Point (ECU)	195	303	344	387	308	314	411	419	454	437	534	22.2
Seymour Johnson (ECU)	277	171	220	247	167	139	-	-	-	-	-	-
Mil. Ctrs. Total	1,391	1,584	1,985	2,112	1,773	1,843	1,837	1,808	1,730	2,193	3,570	62.8
COMMUNITY COLLEGES[c]												
Caldwell	-	-	-	-	-	177	263	267	284	318	438	37.7
Central Piedmont	594	690	1,042	1,579	2,187	3,059	2,339	2,279	2,165	2,156	2,519	16.8
Coastal Carolina	-	-	-	-	-	224	380	399	465	667	669	0.3
Col. of The Albemarle	443	380	459	498	514	583	500	416	358	358	401	12.0
Craven	-	-	-	-	-	-	-	-	73[e]	206	303	47.1
Davidson County	-	204	374	470	570	606	618	547	538	537	667	24.2
Gaston	1,116	948	801	1,071	942	1,134	844	681	626	690	879	27.4
Isothermal	-	117	202	312	313	312	174	219	251	314	471	50.0
Lenoir	-	298	477	576	679	680	609	617	581	584	583	-0.2
Mitchell	-	-	-	-	-	-	-	-	454[e]	494	453	-8.3
Rockingham	-	214	399	503	549	588	568	533	462	428	561	31.1

Table A-3-16 Cont.

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES
AND PERCENTAGE CHANGE BY INSTITUTION, 1965-1975

Institution	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975 Number	Fall 1975 % Change Over 1974
COMMUNITY COLLEGES c/ (Cont.)												
Sandhills	229	420	519	552	684	820	796	669	585	596	660	10.7
Southeastern	331	293	445	442	574	638	712	622	512	442	517	17.0
Surry	-	139	266	301	381	431	455	470	675	545	437	-19.8
Wayne	-	-	-	182	337	413	575	516	568	478	614	28.5
Western Piedmont	-	248	425	473	531	487	454	417	347	348	380	9.2
Wilkes	-	93	170	211	282	328	357	316	250	253	386	52.6
Com. Col. Total	2,713	4,044	5,579	7,170	8,543	10,480	9,644	8,968	9,194	9,414	10,938	16.2
PUBLIC TOTAL	60,922	67,065	73,708	79,076	84,427	92,597	96,371	98,407	101,378	108,638	119,294	9.8
PRIVATE INSTITUTIONS												
SENIOR COLLEGES AND UNIVERSITIES												
Atlantic Christian	1,447	1,525	1,479	1,567	1,544	1,747	1,794	1,770	1,721	1,710	1,648	-3.6
Barber-Scotia	355	369	450	609	560	537	550	508	456	470	480	2.1
Belmont Abbey	702	775	790	819	775	679	718	565	622	688	748	8.7
Bennett	642	645	669	684	627	572	581	545	537	570	579	1.6
Campbell	2,191	2,267	2,348	2,402	2,306	2,207	2,401	2,341	2,207	1,820	1,724	-5.3
Catawba	868	998	1,046	1,051	1,046	1,099	1,132	1,162	1,147	1,101	1,020	-7.4
Davidson	1,001	1,008	1,003	1,035	1,033	1,034	1,087	1,118	1,187	1,218	1,278	4.9
Duke	6,960	7,396	7,445	7,320	7,734	7,948	8,446	8,849	9,043	8,902	9,129	2.6
Elon	1,344	1,409	1,454	1,817	1,843	1,715	1,862	1,873	2,005	2,175	2,210	1.6
Gardner-Webb	1,172d/	1,216d/	1,288d/	1,303d/	1,448	1,528	1,420	1,543	1,525	1,570	1,402	-10.7
Greensboro	587	612	668	690	676	590	590	626	551	541	530	-2.0
Guilford	1,862	1,765	1,573	1,601	1,782	1,757	1,740	1,610	1,584	1,590	1,664	4.7
High Point	1,562	1,382	1,355	1,333	1,131	1,103	1,060	1,086	1,020	1,068	1,132	6.0
Johnson C. Smith	1,035	1,101	1,290	1,339	1,244	1,136	1,036	1,043	1,083	1,209	1,377	13.9
Lenoir Rhyne	1,321	1,335	1,305	1,309	1,314	1,341	1,395	1,360	1,366	1,333	1,285	-3.6
Livingstone	777	823	893	859	809	720	754	744	750	816	857	5.0
Mars Hill	1,348	1,331	1,324	1,268	1,257	1,494	1,467	1,504	1,515	1,575	1,688	7.2
Meredith	850	844	860	863	946	1,109	1,291	1,362	1,357	1,430	1,505	5.2
Methodist	814	944	1,063	982	894	810	756	658	631	614	628	2.3
N.C. Wesleyan	651	656	670	643	645	631	617	585	501	535	467	-12.7
Pfeiffer	917	906	936	958	834	882	1,088	1,100	1,037	900	1,036	15.1
Queens	935	834	819	809	705	658	673	595	633	611	571	-6.5
Sacred Heart	372d/	415	364	467	455	350	318	225	175	197	226	14.7
St. Andrews	931	955	913	900	898	863	892	869	716	637	544	-14.6
St. Augustine's	814	956	1,031	1,039	1,109	1,103	1,286	1,442	1,488	1,515	1,529	0.9
Salem	551	581	590	552	547	526	525	610	620	617	630	2.1
Shaw	766	961	1,103	1,085	1,203	1,154	1,060	1,259	1,529	1,625	1,555	-4.3
Wake Forest	2,996	3,022	3,163	3,177	3,210	3,326	3,738	4,013	4,116	4,195	4,442	5.9

Table A-3-16 Cont.

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES
AND PERCENTAGE CHANGE BY INSTITUTION, 1965-1975

Institution	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975 Number	Fall 1975 % Change Over 1974
SR. COL. & UNIV. (Cont.)												
Warren Wilson	278	277	307	376	401	373	360	374	388	405	461	13.8
Sr. Col. & Univ. Total	36,069	37,308	38,199	38,857	38,976	38,992	40,637	41,339	41,510	41,637	42,345	1.7
THEOLOGICAL SEMINARY												
Southeastern Baptist Theological Seminary	516	484	547	582	570	520	552	581	634	857	796	-7.1
BIBLE COLLEGES												
John Wesley	41	49	56	61	40	66	59	62	69	69	68	-1.4
Kernersville Wesleyan	98	116	111	94	77	71	-	-	-	-	-	-
Piedmont	226	260	285	329	365	387	385	399	397	417	482	15.6
Bible Col. Total	365	425	452	484	482	524	444	461	466	486	550	13.2
JUNIOR COLLEGES												
Brevard	527	615	645	639	614	595	531	447	477	535	515	-3.7
Chowan	1,179	1,234	1,302	1,338	1,316	1,483	1,545	1,224	1,149	1,022	1,022	-
Kittrell	132	182	276	316	334	380	554	501	336	404	-	-
Lees-McRae	610	613	624	687	631	660	670	669	721	717	712	-0.7
Louisburg	675	691	700	823	815	785	777	744	737	663	580	-12.5
Mitchell	602	629	543	539	578	546	576	470	-e/	-	-	-
Montreat-Anderson	401	466	463	466	470	353	313	363	378	405	427	5.4
Mount Olive	325	363	385	346	313	345	328	300	286	308	399	29.5
Oak Ridge	46	-	-	-	-	-	-	-	-	-	-	-
Peace	405	400	379	429	471	489	504	508	460	455	524	15.2
St. Mary's	284	349	354	346	322	321	341	308	315	313	308	-1.6
Southwood	308	339	346	272	209	253	197	153	-	-	-	-
Vardell Hall	-	81	67	51	-	-	-	-	-	-	-	-
Wingate	1,486	1,561	1,568	1,588	1,607	1,642	1,667	1,550	1,414	1,238	1,172	-5.3
Jr. Col. Total	6,980	7,523	7,652	7,840	7,680	7,852	8,003	7,237	6,273	6,060	5,659	-6.6
PRIVATE TOTAL	43,930	45,740	46,850	47,763	47,708	47,888	49,636	49,618	48,883	49,040	49,350	0.6
GRAND TOTAL	104,852	112,805	120,558	126,839	132,135	140,485	146,007	148,025	150,261	157,678	168,644	7.0

a/ Not in The University of North Carolina in that year.

b/ Fayetteville State University assumed major responsibility for this branch in Fall 1972. Fayetteville State University is in charge of undergraduate programs and East Carolina University and North Carolina State University at Raleigh are in charge of graduate programs.

c/ College-parallel programs only.

d/ Junior college in that year.

e/ Became community college in that year.

Table A-3-17

PUBLIC AND PRIVATE IN-STATE (N.C. RESIDENT) HEADCOUNT ENROLLMENT PROJECTIONS, NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1976-1980

Fall Term	In-State[1] Pool	Going[2] Rate Assumptions	UNC		Community Colleges[3]		Public Total[4]		Private Total		Statewide	
			Enrollment	Going Rate	Enrollment	Going Rate	Enrollment	Going Rate	Enrollment	Going Rate	Enrollment	Going Rate
1968	359,817	Actual	55,775	.155	6,900	.0192	62,675	.174	25,850	.071	88,525	.245
1969	383,660	"	59,772	.155	8,294	.0216	68,066	.177	25,696	.067	93,762	.244
1970	398,118	"	65,894	.165	10,178	.0255	76,072	.191	25,567	.064	101,639	.255
1971	399,538	"	70,942	.177	9,315	.0233	80,257	.200	26,799	.067	107,056	.267
1972	403,599	"	74,844	.185	8,645	.0214	83,489	.206	26,366	.065	109,855	.271
1973	407,911	"	78,295	.192	8,801	.0216	87,096	.213	25,842	.063	112,578	.276
1974	413,206	"	84,333	.204	8,852	.0214	93,185	.226	26,620	.064	119,805	.290
1975[5]	415,735	"	92,281	.222	10,504	.0253	102,785	.247	26,802	.064	129,587	.312
1976	418,137	High	96,200	.230	10,960	.0262	107,160	.256	26,800	.064	133,960	.320
		Moderate	95,390	.228	10,900	.0260	106,290	.254	26,800	.064	133,090	.318
		Low	94,500	.226	10,790	.0258	105,290	.252	26,800	.064	132,090	.316
1977	420,450	High	100,900	.240	11,520	.0274	112,420	.267	26,890	.064	139,310	.331
		Moderate	99,200	.236	11,310	.0269	110,510	.263	26,890	.064	137,400	.327
		Low	97,500	.232	11,140	.0265	108,640	.259	26,890	.064	135,530	.323
1978	421,108	High	105,300	.250	12,000	.0285	117,300	.278	26,940	.064	144,240	.343
		Moderate	102,750	.244	11,710	.0278	114,460	.272	26,940	.064	141,400	.336
		Low	100,220	.238	11,450	.0272	111,670	.265	26,940	.064	138,610	.329
1979	423,786	High	110,180	.260	12,590	.0297	122,770	.290	27,120	.064	149,890	.354
		Moderate	106,800	.252	12,200	.0288	119,000	.281	27,120	.064	146,120	.345
		Low	103,400	.244	11,780	.0278	115,180	.272	27,120	.064	142,300	.336
1980	425,614	High	114,910	.270	13,110	.0308	128,020	.301	27,240	.064	155,260	.365
		Moderate	110,660	.260	12,640	.0297	123,300	.290	27,240	.064	150,540	.354
		Low	106,400	.250	12,130	.0285	118,530	.278	27,240	.064	145,770	.342

[1] Cumulative six-year North Carolina high school graduates.

[2] Going-rate assumptions:
"High" - Based on rate of increase experienced in past 8 years.
"Moderate" - Based on 3/4 of rate of increase experienced in past 8 years.
"Low" - Based on 1/2 of rate of increase experienced in past 8 years.

[3] Projections are based on 17 community colleges; conversion of 3 technical institutes to community colleges in 1976 may increase community college enrollments by as much as 1,000 total enrollment above the moderate projection for 1980.

[4] Excludes military centers.

[5] High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included.

Table A-3-18

TOTAL HEADCOUNT ENROLLMENT PROJECTIONS, NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1976-1980

	PUBLIC*			PRIVATE**			STATEWIDE		
Year	In-State	Out-of-State	Total	In-State	Out-of-State	Total	In-State	Out-of-State	Total
1973	88,758	12,620	101,378	25,842	23,041	48,883	114,600	35,661	150,261
1974	95,510	13,128	108,638	26,620	22,420	49,040	122,130	35,548	157,678
1975***	105,766	12,963	118,729	26,802	22,548	49,350	132,568	35,511	168,079
1976	109,951	13,147	123,098	26,800	22,545	49,345	136,751	35,692	172,443
1977	114,531	13,248	127,779	26,890	22,615	49,505	141,421	35,863	177,284
1978	119,316	13,333	132,649	26,940	22,675	49,615	146,256	36,008	182,264
1979	123,749	13,542	137,291	27,120	22,815	49,835	150,869	36,357	187,226
1980	128,054	13,807	141,861	27,240	22,920	50,160	155,294	36,727	192,021

Assumptions/Notes

*Includes military centers.

**Includes seminary and Bible colleges.

***High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included.

In-State

1. The total in-state enrollment projections are based on "moderate" going ratio.
2. The private in-state enrollment projections are based on holding the private in-state going ratio constant at its 1975 value of .064.
3. The public in-state enrollment projections are based on the difference between the total projections and the private projections.

Out-of-State

1. Public out-of-state enrollment projections are based on the assumption that the percentage of out-of-state enrollment will decline to about 10% of total public enrollment by 1980.
2. Private out-of-state enrollment projections are based on the assumption that out-of-state enrollment will remain constant at 46% of their total enrollment.

Table A-3-19

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1975-76
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1975 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1975-76)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL
APPALACHIAN									
HEADCOUNT	7206	813	8019	434	88	522	7640	901	8541
FULL-TIME EQUIVALENT	6665	595	7260	380	55	435	7045	650	7695
EAST CAROLINA									
HEADCOUNT	8919	1531	10450	1175	100	1275	10094	1631	11725
FULL-TIME EQUIVALENT	8180	1039	9219	1074	77	1151	9254	1116	10370
ELIZABETH CITY									
HEADCOUNT	1462	0	1462	167	0	167	1629	0	1629
FULL-TIME EQUIVALENT	1382	0	1382	166	0	166	1548	0	1548
FAYETTEVILLE									
HEADCOUNT	1799	0	1799	203	0	203	2002	0	2002
FULL-TIME EQUIVALENT	1794	0	1794	196	0	196	1990	0	1990
N.C.A AND T									
HEADCOUNT	3726	800	4526	785	34	819	4511	834	5345
FULL-TIME EQUIVALENT	3440	500	3940	750	25	775	4190	525	4715
N.C. CENTRAL									
HEADCOUNT	3504	777	4281	396	53	449	3900	830	4730
FULL-TIME EQUIVALENT	3355	566	3921	391	47	438	3746	613	4359
N.C. SCHOOL OF THE ARTS									
HEADCOUNT	286	0	286	289	0	289	575	0	575
FULL-TIME EQUIVALENT	270	0	270	280	0	280	550	0	550
N.C. STATE UNIVERSITY									
HEADCOUNT	12436	2356	14792	1369	929	2298	13805	3285	17090
FULL-TIME EQUIVALENT	11264	1578	12842	1270	656	1926	12534	2234	14768
PEMBROKE									
HEADCOUNT	2143	0	2143	40	0	40	2183	0	2183
FULL-TIME EQUIVALENT	1922	0	1922	40	0	40	1962	0	1962
UNC-ASHEVILLE									
HEADCOUNT	1347	0	1347	57	0	57	1404	0	1404
FULL-TIME EQUIVALENT	1160	0	1160	52	0	52	1212	0	1212
UNC-CHAPEL HILL (AA)									
HEADCOUNT	10932	2489	13421	2078	1814	3892	13010	4303	17313
FULL-TIME EQUIVALENT	10226	1948	12174	1939	1372	3311	12165	3320	15485
UNC-CHAPEL HILL (HA)									
HEADCOUNT	1013	1193	2206	92	556	648	1105	1749	2854
FULL-TIME EQUIVALENT	1178	1934	3112	99	596	695	1277	2530	3807
UNC-CHARLOTTE									
HEADCOUNT	6011	1291	7302	252	16	268	6263	1307	7570
FULL-TIME EQUIVALENT	5050	800	5850	240	10	250	5290	810	6100
UNC-GREENSBORO									
HEADCOUNT	6097	2475	8572	590	297	887	6687	2772	9459
FULL-TIME EQUIVALENT	5477	1569	7046	562	232	794	6039	1801	7840
UNC-WILMINGTON									
HEADCOUNT	3181	0	3181	128	0	128	3309	0	3309
FULL-TIME EQUIVALENT	2574	0	2574	115	0	115	2689	0	2689
WESTERN CAROLINA									
HEADCOUNT	4923	1049	5972	401	46	447	5324	1095	6419
FULL-TIME EQUIVALENT	4375	713	5088	355	32	387	4730	745	5475
WINSTON SALEM									
HEADCOUNT	1957	0	1957	116	0	116	2073	0	2073
FULL-TIME EQUIVALENT	1773	0	1773	113	0	113	1886	0	1886
UNC TOTAL									
HEADCOUNT	76942	14774	91716	8572	3933	12505	85514	18707	104221
FULL TIME EQUIVALENT	70085	11242	81327	8022	3102	11124	78107	14344	92451
MILITARY CENTERS									
HEADCOUNT	2985	561	3546	0	24	24	2985	585	3570
COMMUNITY COLLEGES									
HEADCOUNT	10504	0	10504	434	0	434	10938	0	10938
PUBLIC									
HEADCOUNT	90431	15335	105766	9006	3957	12963	99437	19292	118729
PRIVATE JUNIOR									
HEADCOUNT	4090	0	4090	1569	0	1569	5659	0	5659
PRIVATE SENIOR									
HEADCOUNT	20160	1771	21931	17451	2963	20414	37611	4734	42345
PRIVATE									
HEADCOUNT	24250	1771	26021	19020	2963	21983	43270	4734	48004
BIBLE COL & SEM									
HEADCOUNT	389	392	781	235	330	565	624	722	1346
STATEWIDE TOTAL									
HEADCOUNT	115070	17498	132568	28261	7250	35511	143331	24748	168079

NOTES: High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included; first professional enrollment included in graduate enrollment.

Table A-3-20

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1976-77
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1976 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1976-77)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL
APPALACHIAN									
HEADCOUNT	7360	830	8190	420	90	510	7780	920	8700
FULL-TIME EQUIVALENT	6790	610	7400	375	75	450	7165	685	7850
EAST CAROLINA									
HEADCOUNT	8959	1617	10576	1184	100	1284	10143	1717	11860
FULL-TIME EQUIVALENT	8220	1115	9335	1087	78	1165	9307	1193	10500
ELIZABETH CITY									
HEADCOUNT	1478	0	1478	172	0	172	1650	0	1650
FULL-TIME EQUIVALENT	1340	0	1340	160	0	160	1500	0	1500
FAYETTEVILLE									
HEADCOUNT	1910	0	1910	200	0	200	2110	0	2110
FULL-TIME EQUIVALENT	1830	0	1830	200	0	200	2030	0	2030
N.C.A AND T									
HEADCOUNT	3928	836	4764	810	36	846	4738	872	5610
FULL-TIME EQUIVALENT	3610	530	4140	780	30	810	4390	560	4950
N.C. CENTRAL									
HEADCOUNT	3647	709	4356	416	58	474	4063	767	4830
FULL-TIME EQUIVALENT	3550	610	4160	395	55	450	3945	665	4610
N.C. SCHOOL OF THE ARTS									
HEADCOUNT	300	0	300	295	0	295	595	0	595
FULL-TIME EQUIVALENT	290	0	290	280	0	280	570	0	570
N.C. STATE UNIVERSITY									
HEADCOUNT	12490	2542	15032	1370	968	2338	13860	3510	17370
FULL-TIME EQUIVALENT	11300	1690	12990	1270	700	1970	12570	2390	14960
PEMBROKE									
HEADCOUNT	2160	0	2160	50	0	50	2210	0	2210
FULL-TIME EQUIVALENT	1910	0	1910	50	0	50	1960	0	1960
UNC-ASHEVILLE									
HEADCOUNT	1575	0	1575	55	0	55	1630	0	1630
FULL-TIME EQUIVALENT	1195	0	1195	55	0	55	1250	0	1250
UNC-CHAPEL HILL (AA)									
HEADCOUNT	10875	2517	13392	2033	1773	3806	12908	4290	17198
FULL-TIME EQUIVALENT	**10188**	**1968**	**12156**	**1907**	**1337**	**3244**	**12095**	**3305**	15400
UNC-CHAPEL HILL (HA)									
HEADCOUNT	1016	1233	2249	90	580	670	1106	1813	2919
FULL-TIME EQUIVALENT	1182	2072	3254	95	611	706	1277	2683	3960
UNC-CHARLOTTE									
HEADCOUNT	6540	1580	8120	275	20	295	6815	1600	8415
FULL-TIME EQUIVALENT	5684	1066	6750	258	12	270	5942	1078	7020
UNC-GREENSBORO									
HEADCOUNT	6461	2712	9173	589	358	947	7050	3070	10120
FULL-TIME EQUIVALENT	5840	1750	7590	560	280	840	6400	2030	8430
UNC-WILMINGTON									
HEADCOUNT	3636	0	3636	150	0	150	3786	0	3786
FULL-TIME EQUIVALENT	2940	0	2940	130	0	130	3070	0	3070
WESTERN CAROLINA									
HEADCOUNT	5270	1170	6440	405	55	460	5675	1225	6900
FULL-TIME EQUIVALENT	4687	793	5480	360	40	400	5047	833	5880
WINSTON SALEM									
HEADCOUNT	2040	0	2040	120	0	120	2160	0	2160
FULL-TIME EQUIVALENT	1850	0	1850	120	0	120	1970	0	1970
UNC TOTAL									
HEADCOUNT	79645	15746	95391	8634	4038	12672	88279	19784	108063
FULL TIME EQUIVALENT	72398	12206	84604	8085	3221	11306	80483	15427	95910
MILITARY CENTERS									
HEADCOUNT	3080	580	3660	0	25	25	3080	605	3685
COMMUNITY COLLEGES									
HEADCOUNT	10900	0	10900	450	0	450	11350	0	11350
PUBLIC									
HEADCOUNT	93625	16326	109951	9084	4063	13147	102709	20389	123098
PRIVATE JUNIOR									
HEADCOUNT	4090	0	4090	1570	0	1570	5660	0	5660
PRIVATE SENIOR									
HEADCOUNT	20160	1770	21930	17450	2960	20410	37610	4730	42340
PRIVATE									
HEADCOUNT	24250	1770	26020	19020	2960	21980	43270	4730	48000
BIBLE COL & SEM									
HEADCOUNT	395	385	780	235	330	565	630	715	1345
STATEWIDE TOTAL									
HEADCOUNT	118270	18481	136751	28339	7353	35692	146609	25834	172443

NOTES: High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included; first professional enrollment included in graduate enrollment.

Table A-3-21

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1977-78
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1977 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1977-78)

INSTITUTION	IN-STATE			OUT-OF-STATE			TOTAL		
	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL
APPALACHIAN									
HEADCOUNT	7553	856	8409	416	95	511	7969	951	8920
FULL-TIME EQUIVALENT	6955	624	7579	362	59	421	7317	683	8000
EAST CAROLINA									
HEADCOUNT	9136	1699	10835	1137	108	1245	10273	1807	12080
FULL-TIME EQUIVALENT	8391	1183	9574	1043	83	1126	9434	1266	10700
ELIZABETH CITY									
HEADCOUNT	1564	0	1564	166	0	166	1730	0	1730
FULL-TIME EQUIVALENT	1457	0	1457	153	0	153	1610	0	1610
FAYETTEVILLE									
HEADCOUNT	2049	0	2049	201	0	201	2250	0	2250
FULL-TIME EQUIVALENT	1890	0	1890	200	0	200	2090	0	2090
N.C.A AND T									
HEADCOUNT	4160	913	5073	850	37	887	5010	950	5960
FULL-TIME EQUIVALENT	3846	586	4432	790	28	818	4636	614	5250
N.C. CENTRAL									
HEADCOUNT	3874	758	4632	434	64	498	4308	822	5130
FULL-TIME EQUIVALENT	3751	661	4412	418	60	478	4169	721	4890
N.C. SCHOOL OF THE ARTS									
HEADCOUNT	307	0	307	293	0	293	600	0	600
FULL-TIME EQUIVALENT	300	0	300	280	0	280	580	0	580
N.C. STATE UNIVERSITY									
HEADCOUNT	12682	2740	15422	1349	1009	2358	14031	3749	17780
FULL-TIME EQUIVALENT	11427	1821	13248	1248	724	1972	12675	2545	15220
PEMBROKE									
HEADCOUNT	2231	0	2231	49	0	49	2280	0	2280
FULL-TIME EQUIVALENT	1971	0	1971	49	0	49	2020	0	2020
UNC-ASHEVILLE									
HEADCOUNT	1683	0	1683	57	0	57	1740	0	1740
FULL-TIME EQUIVALENT	1309	0	1309	51	0	51	1360	0	1360
UNC-CHAPEL HILL (AA)									
HEADCOUNT	10826	2547	13373	2009	1734	3743	12835	4281	17116
FULL-TIME EQUIVALENT	10127	1986	12113	1882	1305	3187	12009	3291	15300
UNC-CHAPEL HILL (HA)									
HEADCOUNT	1050	1257	2307	91	625	716	1141	1882	3023
FULL-TIME EQUIVALENT	1221	2126	3347	101	666	767	1322	2792	4114
UNC-CHARLOTTE									
HEADCOUNT	6986	1828	8814	284	22	306	7270	1850	9120
FULL-TIME EQUIVALENT	6068	1265	7333	255	12	267	6323	1277	7600
UNC-GREENSBORO									
HEADCOUNT	6952	2920	9872	550	398	948	7502	3318	10820
FULL-TIME EQUIVALENT	6302	1855	8157	523	310	833	6825	2165	8990
UNC-WILMINGTON									
HEADCOUNT	4043	0	4043	167	0	167	4210	0	4210
FULL-TIME EQUIVALENT	3220	0	3220	140	0	140	3360	0	3360
WESTERN CAROLINA									
HEADCOUNT	5350	1294	6644	416	60	476	5766	1354	7120
FULL-TIME EQUIVALENT	4936	878	5814	366	40	406	5302	918	6220
WINSTON SALEM									
HEADCOUNT	2163	0	2163	127	0	127	2290	0	2290
FULL-TIME EQUIVALENT	1967	0	1967	123	0	123	2090	0	2090
UNC TOTAL									
HEADCOUNT	82609	16812	99421	8596	4152	12748	91205	20964	112169
FULL TIME EQUIVALENT	75138	12985	88123	7984	3287	11271	83122	16272	99394
MILITARY CENTERS									
HEADCOUNT	3200	600	3800	0	30	30	3200	630	3830
COMMUNITY COLLEGES									
HEADCOUNT	11310	0	11310	470	0	470	11780	0	11780
PUBLIC									
HEADCOUNT	97119	17412	114531	9066	4182	13248	106185	21594	127779
PRIVATE JUNIOR									
HEADCOUNT	4100	0	4100	1570	0	1570	5670	0	5670
PRIVATE SENIOR									
HEADCOUNT	20230	1780	22010	17510	2970	20480	37740	4750	42490
PRIVATE									
HEADCOUNT	24330	1780	26110	19080	2970	22050	43410	4750	48160
BIBLE COL & SEM									
HEADCOUNT	395	385	780	235	330	565	630	715	1345
STATEWIDE TOTAL									
HEADCOUNT	121844	19577	141421	28381	7482	35863	150225	27059	177284

NOTES: High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included; first professional enrollment included in graduate enrollment.

Table A-3-22

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1978-79
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1978 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1978-79)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL
APPALACHIAN									
HEADCOUNT	7563	871	8434	410	96	506	7973	967	8940
FULL-TIME EQUIVALENT	6995	637	7632	358	60	418	7353	697	8050
EAST CAROLINA									
HEADCOUNT	9248	1771	11019	1105	106	1211	10353	1877	12230
FULL-TIME EQUIVALENT	8481	1244	9725	1014	81	1095	9495	1325	10820
ELIZABETH CITY									
HEADCOUNT	1658	0	1658	162	0	162	1820	0	1820
FULL-TIME EQUIVALENT	1540	0	1540	150	0	150	1690	0	1690
FAYETTEVILLE									
HEADCOUNT	2178	0	2178	202	0	202	2380	0	2380
FULL-TIME EQUIVALENT	1955	0	1955	195	0	195	2150	0	2150
N.C.A AND T									
HEADCOUNT	4400	966	5366	896	38	934	5296	1004	6300
FULL-TIME EQUIVALENT	4088	607	4695	828	27	855	4916	634	5550
N.C. CENTRAL									
HEADCOUNT	4085	811	4896	454	70	524	4539	881	5420
FULL-TIME EQUIVALENT	3953	714	4667	439	64	503	4392	778	5170
N.C. SCHOOL OF THE ARTS									
HEADCOUNT	315	0	315	295	0	295	610	0	610
FULL-TIME EQUIVALENT	305	0	305	280	0	280	585	0	585
N.C. STATE UNIVERSITY									
HEADCOUNT	12888	2933	15821	1357	1052	2409	14245	3985	18230
FULL-TIME EQUIVALENT	11540	1935	13475	1251	754	2005	12791	2689	15480
PEMBROKE									
HEADCOUNT	2270	0	2270	50	0	50	2320	0	2320
FULL-TIME EQUIVALENT	2010	0	2010	50	0	50	2060	0	2060
UNC-ASHEVILLE									
HEADCOUNT	1859	0	1859	61	0	61	1920	0	1920
FULL-TIME EQUIVALENT	1415	0	1415	55	0	55	1470	0	1470
UNC-CHAPEL HILL (AA)									
HEADCOUNT	10943	2573	13516	1948	1697	3645	12891	4270	17161
FULL-TIME EQUIVALENT	10240	2006	12246	1823	1276	3099	12063	3282	15345
UNC-CHAPEL HILL (HA)									
HEADCOUNT	1079	1302	2381	91	651	742	1170	1953	3123
FULL-TIME EQUIVALENT	1251	2192	3443	101	691	792	1352	2883	4235
UNC-CHARLOTTE									
HEADCOUNT	7419	2052	9471	293	26	319	7712	2078	9790
FULL-TIME EQUIVALENT	6443	1441	7884	262	14	276	6705	1455	8160
UNC-GREENSBORO									
HEADCOUNT	7353	3192	10545	519	436	955	7872	3628	11500
FULL-TIME EQUIVALENT	6668	2053	8721	489	340	829	7157	2393	9550
UNC-WILMINGTON									
HEADCOUNT	4436	0	4436	184	0	184	4620	0	4620
FULL-TIME EQUIVALENT	3495	0	3495	155	0	155	3650	0	3650
WESTERN CAROLINA									
HEADCOUNT	5824	1410	7234	416	70	486	6240	1480	7720
FULL-TIME EQUIVALENT	5191	958	6149	366	45	411	5557	1003	6560
WINSTON SALEM									
HEADCOUNT	2277	0	2277	133	0	133	2410	0	2410
FULL-TIME EQUIVALENT	2061	0	2061	129	0	129	2190	0	2190
UNC TOTAL									
HEADCOUNT	85795	17881	103676	8576	4242	12818	94371	22123	116494
FULL TIME EQUIVALENT	77631	13787	91418	7945	3352	11297	85576	17139	102715
MILITARY CENTERS									
HEADCOUNT	3310	620	3930	0	30	30	3310	650	3960
COMMUNITY COLLEGES									
HEADCOUNT	11710	0	11710	485	0	485	12195	0	12195
PUBLIC									
HEADCOUNT	100815	18501	119316	9061	4272	13333	109876	22773	132649
PRIVATE JUNIOR									
HEADCOUNT	4110	0	4110	1580	0	1580	5690	0	5690
PRIVATE SENIOR									
HEADCOUNT	20270	1780	22050	17550	2980	20530	37820	4760	42580
PRIVATE									
HEADCOUNT	24380	1780	26160	19130	2980	22110	43510	4760	48270
BIBLE COL & SEM									
HEADCOUNT	395	385	780	235	330	565	630	715	1345
STATEWIDE TOTAL									
HEADCOUNT	125590	20666	146256	28426	7582	36008	154016	28248	182264

NOTES: High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included; first professional enrollment included in graduate enrollment.

Table A-3-23

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1979-80
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1979 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1979-80)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL
APPALACHIAN									
HEADCOUNT	7604	896	8500	412	98	510	8016	994	9010
FULL-TIME EQUIVALENT	7034	655	7689	360	61	421	7394	716	8110
EAST CAROLINA									
HEADCOUNT	9323	1851	11174	1080	106	1186	10403	1957	12360
FULL-TIME EQUIVALENT	8553	1315	9868	991	81	1072	9544	1396	10940
ELIZABETH CITY									
HEADCOUNT	1752	0	1752	158	0	158	1910	0	1910
FULL-TIME EQUIVALENT	1623	0	1623	147	0	147	1770	0	1770
FAYETTEVILLE									
HEADCOUNT	2243	0	2243	197	0	197	2440	0	2440
FULL-TIME EQUIVALENT	2019	0	2019	191	0	191	2210	0	2210
N.C.A AND T									
HEADCOUNT	4697	1031	5728	961	41	1002	5658	1072	6730
FULL-TIME EQUIVALENT	4310	685	4995	887	28	915	5197	713	5910
N.C. CENTRAL									
HEADCOUNT	4271	865	5136	477	77	554	4748	942	5690
FULL-TIME EQUIVALENT	4135	768	4903	459	68	527	4594	836	5430
N.C. SCHOOL OF THE ARTS									
HEADCOUNT	325	0	325	285	0	285	610	0	610
FULL-TIME EQUIVALENT	315	0	315	275	0	275	590	0	590
N.C. STATE UNIVERSITY									
HEADCOUNT	13081	3109	16190	1383	1097	2480	14464	4206	18670
FULL-TIME EQUIVALENT	11638	2044	13682	1271	787	2058	12909	2831	15740
PEMBROKE									
HEADCOUNT	2321	0	2321	49	0	49	2370	0	2370
FULL-TIME EQUIVALENT	2041	0	2041	49	0	49	2090	0	2090
UNC-ASHEVILLE									
HEADCOUNT	1994	0	1994	66	0	66	2060	0	2060
FULL-TIME EQUIVALENT	1520	0	1520	60	0	60	1580	0	1580
UNC-CHAPEL HILL (AA)									
HEADCOUNT	10988	2625	13613	1946	1675	3621	12934	4300	17234
FULL-TIME EQUIVALENT	10269	2039	12308	1819	1258	3077	12088	3297	15385
UNC-CHAPEL HILL (HA)									
HEADCOUNT	1104	1335	2439	91	667	758	1195	2002	3197
FULL-TIME EQUIVALENT	1276	2239	3515	101	709	810	1377	2948	4325
UNC-CHARLOTTE									
HEADCOUNT	7830	2287	10117	302	31	333	8132	2318	10450
FULL-TIME EQUIVALENT	6814	1615	8429	265	16	281	7079	1631	8710
UNC-GREENSBORO									
HEADCOUNT	7715	3515	11230	505	465	970	8220	3980	12200
FULL-TIME EQUIVALENT	7005	2272	9277	481	362	843	7486	2634	10120
UNC-WILMINGTON									
HEADCOUNT	4702	0	4702	198	0	198	4900	0	4900
FULL-TIME EQUIVALENT	3761	0	3761	169	0	169	3930	0	3930
WESTERN CAROLINA									
HEADCOUNT	6078	1527	7605	429	76	505	6507	1603	8110
FULL-TIME EQUIVALENT	5431	1031	6462	378	50	428	5809	1081	6890
WINSTON SALEM									
HEADCOUNT	2380	0	2380	140	0	140	2520	0	2520
FULL-TIME EQUIVALENT	2154	0	2154	136	0	136	2290	0	2290
UNC TOTAL									
HEADCOUNT	88408	19041	107449	8679	4333	13012	97087	23374	120461
FULL TIME EQUIVALENT	79898	14663	94561	8039	3420	11459	87937	18083	106020
MILITARY CENTERS									
HEADCOUNT	3450	650	4100	0	30	30	3450	680	4130
COMMUNITY COLLEGES									
HEADCOUNT	12200	0	12200	500	0	500	12700	0	12700
PUBLIC									
HEADCOUNT	104058	19691	123749	9179	4363	13542	113237	24054	137291
PRIVATE JUNIOR									
HEADCOUNT	4140	0	4140	1590	0	1590	5730	0	5730
PRIVATE SENIOR									
HEADCOUNT	20400	1790	22190	17660	3000	20660	38060	4790	42850
PRIVATE									
HEADCOUNT	24540	1790	26330	19250	3000	22250	43790	4790	48580
BIBLE COL & SEM									
HEADCOUNT	400	390	790	235	330	565	635	720	1355
STATEWIDE TOTAL									
HEADCOUNT	128998	21871	150869	28664	7693	36357	157662	29564	187226

NOTES: High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included; first professional enrollment included in graduate enrollment.

Table A-1-24

ENROLLMENT PROJECTIONS BY LEVEL OF INSTRUCTION AND RESIDENCE STATUS, 1980-81
(HEADCOUNT ENROLLMENTS ARE FOR FALL 1980 AND FULL-TIME EQUIVALENT ENROLLMENTS ARE FOR AVERAGE ANNUAL, 1980-81)

	IN-STATE			OUT-OF-STATE			TOTAL		
INSTITUTION	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL	UNDER-GRADUATE	GRADUATE	TOTAL
APPALACHIAN									
HEADCOUNT	7640	914	8554	415	101	516	8055	1015	9070
FULL-TIME EQUIVALENT	7065	670	7735	363	62	425	7428	732	8160
EAST CAROLINA									
HEADCOUNT	9407	1925	11332	1061	107	1168	10468	2032	12500
FULL-TIME EQUIVALENT	8629	1376	10005	973	82	1055	9602	1458	11060
ELIZABETH CITY									
HEADCOUNT	1844	0	1844	156	0	156	2000	0	2000
FULL-TIME EQUIVALENT	1715	0	1715	145	0	145	1860	0	1860
FAYETTEVILLE									
HEADCOUNT	2304	0	2304	196	0	196	2500	0	2500
FULL-TIME EQUIVALENT	2070	0	2070	190	0	190	2260	0	2260
N.C.A AND T									
HEADCOUNT	4875	1076	5951	1007	42	1049	5882	1118	7000
FULL-TIME EQUIVALENT	4638	692	5330	911	29	940	5549	721	6270
N.C. CENTRAL									
HEADCOUNT	4481	929	5410	507	83	590	4988	1012	6000
FULL-TIME EQUIVALENT	4339	835	5174	482	74	556	4821	909	5730
N.C. SCHOOL OF THE ARTS									
HEADCOUNT	325	0	325	300	0	300	625	0	625
FULL-TIME EQUIVALENT	315	0	315	285	0	285	600	0	600
N.C. STATE UNIVERSITY									
HEADCOUNT	13403	3187	16590	1447	1123	2570	14850	4310	19160
FULL-TIME EQUIVALENT	11874	2095	13969	1327	804	2131	13201	2899	16100
PEMBROKE									
HEADCOUNT	2350	0	2350	50	0	50	2400	0	2400
FULL-TIME EQUIVALENT	2070	0	2070	50	0	50	2120	0	2120
UNC-ASHEVILLE									
HEADCOUNT	2130	0	2130	70	0	70	2200	0	2200
FULL-TIME EQUIVALENT	1626	0	1626	64	0	64	1690	0	1690
UNC-CHAPEL HILL (AA)									
HEADCOUNT	11024	2657	13681	1951	1643	3594	12975	4300	17275
FULL-TIME EQUIVALENT	10304	2064	12368	1824	1233	3057	12128	3297	15425
UNC-CHAPEL HILL (HA)									
HEADCOUNT	1106	1344	2450	91	680	771	1197	2024	3221
FULL-TIME EQUIVALENT	1278	2277	3555	101	723	824	1379	3000	4379
UNC-CHARLOTTE									
HEADCOUNT	8314	2505	10819	315	36	351	8629	2541	11170
FULL-TIME EQUIVALENT	7224	1784	9008	274	18	292	7498	1802	9300
UNC-GREENSBORO									
HEADCOUNT	7940	3945	11885	487	498	985	8427	4443	12870
FULL-TIME EQUIVALENT	7230	2607	9837	464	389	853	7694	2996	10690
UNC-WILMINGTON									
HEADCOUNT	5082	0	5082	218	0	218	5300	0	5300
FULL-TIME EQUIVALENT	4022	0	4022	188	0	188	4210	0	4210
WESTERN CAROLINA									
HEADCOUNT	6335	1640	7975	440	85	525	6775	1725	8500
FULL-TIME EQUIVALENT	5666	1109	6775	390	55	445	6056	1164	7220
WINSTON SALEM									
HEADCOUNT	2492	0	2492	148	0	148	2640	0	2640
FULL-TIME EQUIVALENT	2256	0	2256	144	0	144	2400	0	2400
UNC TOTAL									
HEADCOUNT	91052	20122	111174	8859	4398	13257	99911	24520	124431
FULL TIME EQUIVALENT	82321	15509	97830	8175	3469	11644	90496	18978	109474
MILITARY CENTERS									
HEADCOUNT	3570	670	4240	0	30	30	3570	700	4270
COMMUNITY COLLEGES									
HEADCOUNT	12640	0	12640	520	0	520	13160	0	13160
PUBLIC									
HEADCOUNT	107262	20792	128054	9379	4428	13807	116641	25220	141861
PRIVATE JUNIOR									
HEADCOUNT	4160	0	4160	1600	0	1600	5760	0	5760
PRIVATE SENIOR									
HEADCOUNT	20490	1800	22290	17740	3010	20750	38230	4810	43040
PRIVATE									
HEADCOUNT	24650	1800	26450	19340	3010	22350	43990	4810	48800
BIBLE COL & SEM									
HEADCOUNT	400	390	790	240	330	570	640	720	1360
STATEWIDE TOTAL									
HEADCOUNT	132312	22982	155294	28959	7768	36727	161271	30750	192021

NOTES: High school enrollment included at North Carolina School of the Arts; Agricultural Institute at North Carolina State University at Raleigh not included; first professional enrollment included in graduate enrollment.

Table A-3-25

SUMMARY OF UNIVERSITY OF NORTH CAROLINA AVERAGE ANNUAL FTE ENROLLMENTS, 1974, 1975, AND PROJECTIONS TO 1980

	1974-75	1975-76		1976-77			1977-78			1978-79			1979-80			1980-81		
	FTE	FTE	% Over 1974	FTE	% Over 1974	% Over 1975	FTE	% Over 1975	% Over 1976	FTE	% Over 1975	% Over 1977	FTE	% Over 1975	% Over 1978	FTE	% Over 1975	% Over 1979
Appalachian																		
Undergraduate	6,619	7,045	6.4%	7,165	8.2%	1.7%	7,317	3.9%	2.1%	7,353	4.4%	0.5%	7,394	4.9%	0.5%	7,428	5.4%	0.5%
Graduate	675	650	3.7	685	1.5	5.4	683	5.1	-	697	7.2	2.0	716	10.1	2.7	732	12.6	2.2
Total	7,294	7,695	5.5	7,850	7.6	2.0	8,000	4.0	1.9	8,050	4.6	0.6	8,110	5.4	0.7	8,160	6.0	0.6
East Carolina																		
Undergraduate	9,044	9,254	2.3	9,307	2.9	0.6	9,434	1.9	1.4	9,495	2.6	0.6	9,544	3.1	0.5	9,602	3.7	0.6
Graduate	1,020	1,116	9.4	1,193	17.0	6.9	1,266	13.4	6.1	1,325	18.7	4.7	1,396	25.1	5.3	1,458	30.6	4.4
Total	10,064	10,370	3.0	10,500	4.3	1.2	10,700	3.1	1.9	10,820	4.3	1.1	10,940	5.5	1.1	11,060	6.6	1.1
Elizabeth City																		
Total	1,155	1,548	34.0	1,500	29.9	-3.1	1,610	4.0	7.3	1,690	9.2	5.0	1,770	14.3	4.7	1,860	20.2	5.1
Fayetteville																		
Total	1,814	1,990	9.7	2,030	11.9	2.0	2,090	5.0	3.0	2,150	8.0	2.9	2,210	11.1	2.8	2,260	13.6	2.3
N.C. A and T																		
Undergraduate	3,897	4,190	7.5	4,390	12.7	4.8	4,636	10.6	5.6	4,916	17.3	6.0	5,197	24.0	5.7	5,549	32.4	6.8
Graduate	515	525	1.9	560	8.7	6.7	614	17.0	9.6	634	20.8	3.3	713	35.8	12.5	721	37.3	1.1
Total	4,412	4,715	6.9	4,950	12.2	5.0	5,250	11.3	6.1	5,550	17.7	5.7	5,910	25.3	6.5	6,270	33.0	6.1
N.C. Central																		
Undergraduate	3,359	3,746	11.5	3,945	17.4	5.3	4,169	11.3	5.7	4,392	17.2	5.3	4,594	22.6	4.6	4,821	28.7	4.9
Graduate	619	613	-0.1	665	7.4	8.5	721	17.6	8.4	778	26.9	7.9	836	36.4	7.5	909	48.3	8.7
Total	3,978	4,359	9.6	4,610	15.9	5.8	4,890	12.2	6.1	5,170	18.6	5.7	5,430	24.6	5.0	5,730	31.5	5.5
N.C. School of the Arts																		
Total	564	550	-2.5	570	1.1	3.6	580	5.5	1.8	585	6.4	0.9	590	7.3	0.8	600	9.1	1.7
N.C. State University																		
Undergraduate	11,594	12,534	8.1	12,570	8.4	0.3	12,675	1.1	0.8	12,791	2.1	0.9	12,909	3.0	0.9	13,201	5.3	2.1
Graduate	1,862	2,234	20.0	2,390	28.4	7.0	2,545	13.9	6.5	2,689	20.4	5.6	2,831	26.7	5.3	2,899	29.8	2.4
Total	13,456	14,768	9.8	14,960	11.2	1.3	15,220	3.1	1.7	15,480	4.8	1.7	15,740	6.6	1.7	16,100	9.0	2.3
Pembroke																		
Total	1,733	1,962	13.2	1,960	13.1	-0.1	2,020	3.0	3.1	2,060	5.0	2.0	2,090	6.5	1.5	2,120	8.1	1.9
UNC-Asheville																		
Total	1,023	1,212	18.5	1,250	22.2	3.1	1,360	12.2	8.8	1,470	21.3	8.1	1,580	30.4	7.5	1,690	39.4	7.0

Table A-3-25 Cont.

SUMMARY OF UNIVERSITY OF NORTH CAROLINA AVERAGE ANNUAL FTE ENROLLMENTS, 1974, 1975, AND PROJECTIONS TO 1980

	1974-75	1975-76		1976-77			1977-78			1978-79			1979-80			1980-81		
	FTE	FTE	% Over 1974	FTE	% Over 1974	% Over 1975	FTE	% Over 1975	% Over 1976	FTE	% Over 1975	% Over 1977	FTE	% Over 1975	% Over 1978	FTE	% Over 1975	% Over 1979
UNC-Chapel Hill (AA)																		
Undergraduate	11,960	12,165	1.7	12,095	1.1	-0.6	12,009	-1.3	-0.7	12,063	-0.8	0.4	12,088	-0.6	0.2	12,128	-0.3	0.3
Graduate	3,330	3,320	-0.3	3,305	-0.6	-0.3	3,291	-0.9	-0.6	3,282	-1.1	-0.3	3,297	-0.7	0.5	3,297	-0.7	0.0
Total	15,290	15,485	1.3	15,400	0.7	-0.5	15,300	-1 2	-0.6	15,345	-0.9	0.3	15,385	-0.6	0.3	15,425	-0.4	0.3
UNC-Chapel Hill (HA)																		
Undergraduate	1,218	1,277	4.8	1,277	4.8	0 0	1,322	3.5	3.5	1,352	5.9	2.3	1,377	7.8	1.8	1,379	8.0	0.1
Graduate	2,463	2,530	2.7	2,683	8 9	6.0	2,792	10.4	4.1	2,883	13.9	3.2	2,948	16.5	2.2	3,000	18.6	1.8
Total	3,681	3,807	3.4	3,960	7 6	4.0	4,114	8.1	3.9	4,235	11.2	2.9	4,325	13.6	2.1	4,379	15.0	1.2
UNC-Charlotte																		
Undergraduate	4,933	5,290	7.2	5,942	20 4	12.3	6,323	19.5	6.4	6,705	26 7	6.0	7,079	33.8	5.6	7,498	41.7	5.9
Graduate	551	810	47.0	1,078	95.6	33.1	1,277	57.6	18.5	1,455	79.6	13.9	1,631	101.4	12.1	1,802	122.5	10.5
Total	5,484	6,100	11.2	7,020	28.0	15.1	7,600	24.6	8.3	8,160	33.8	7 4	8,710	42.8	6.7	9,300	52.5	6.8
UNC-Greensboro																		
Undergraduate	5,699	6,039	6.0	6,400	12.3	6.0	6,825	13 0	6.6	7,157	18 5	4 9	7,486	23.9	4.6	7,694	27.4	2.8
Graduate	1,655	1,801	8.8	2,030	22.6	12.7	2,165	20 2	6 7	2,393	32.9	10 5	2,634	46.3	10.1	2,996	66.4	13.7
Total	7,354	7,840	6.6	8,430	14.6	7.5	8,990	14.7	6 6	9,550	21.8	6.2	10,120	29.1	6.0	10,690	36.3	5.6
UNC-Wilmington																		
Total	2,406	2,689	11.8	3,070	27.6	14 2	3,360	25 0	9.4	3,650	35.7	8.6	3,930	46.1	7.7	4,210	56.6	7.1
Western Carolina																		
Undergraduate	4,472	4,730	5.7	5,047	12.9	6.7	5,302	12.1	5.1	5,557	17.5	4.8	5,809	22.8	4.5	6,056	28.0	4.6
Graduate	672	745	10.9	833	23.9	11.8	918	23 2	10.2	1,003	34.6	9.3	1,081	45.1	7.8	1,164	56.2	8.0
Total	5,144	5,475	6.4	5,880	14.3	7.4	6,220	13.6	5.8	6,560	19.8	5.5	6,890	25 8	5.0	7,220	31.9	5.1
Winston-Salem																		
Total	1,826	1,886	3.3	1,970	7.9	4.4	2,090	10.8	6.1	2,190	16.1	4.8	2,290	21.4	4.6	2,400	27.2	4.8
UNC TOTAL																		
Undergraduate	73,316	78,107	6.5	80,483	9.8	3.0	83,122	6.4	3.3	85,576	9.6	2.9	87,937	12.6	2.7	90,496	15.9	3.0
Graduate	13,362	14,344	7.3	15,427	15 4	7.6	16,272	13.4	5.5	17,139	19.5	5.3	18,083	26.1	5.5	18,978	32.3	4.9
Total	86,678	92,451	6.7	95,91[illegible]	10.6	3.7	99,394	7.5	3.6	102,715	11.1	3.3	106,020	14.7	3.2	109,474	18.4	3.2

Table A-5-1

BACHELOR'S DEGREES CONFERRED BETWEEN JULY 1, 1970 AND JUNE 30, 1974

Institution	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Military Sciences	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	Grand Total
UNIVERSITY OF NORTH CAROLINA																									
Appalachian	-	-	-	197	1,004	-	-	2,831	-	62	80	49	159	-	277	78	198	-	62	172	-	888	-	9	6,066
East Carolina	-	-	-	147	883	-	1	2,657	-	293	72	372	106	-	334	77	156	-	106	444	334	1,014	-	-	6,996
Elizabeth City	-	-	-	31	85	-	-	549	-	-	-	-	-	-	39	-	27	-	10	-	-	220	-	-	961
Fayetteville	-	-	-	34	63	-	-	513	-	-	3	-	-	-	95	-	46	-	6	-	-	370	-	-	1,130
N.C. A and T	45	-	-	115	488	-	-	634	142	55	19	117	78	-	126	-	34	-	32	109	148	403	-	3	2,548
N.C. Central	-	-	-	95	407	-	-	668	-	57	53	93	36	-	99	-	47	-	35	75	-	727	-	-	2,392
N.C. School of the Arts	-	-	-	-	-	-	-	-	-	180	-	-	-	-	-	-	-	-	-	-	-	-	-	-	180
N.C. State University	953	419	-	431	-	-	240	445	3,028	-	43	21	-	-	316	-	227	-	281	119	229	1,255	-	14	8,021
Pembroke	-	-	-	59	231	-	-	788	-	25	28	-	21	-	78	-	62	-	30	65	-	385	-	-	1,772
UNC-Asheville	-	-	-	34	-	-	-	-	-	27	20	-	-	-	58	-	15	-	15	86	-	294	-	-	549
UNC-Chapel Hill	-	-	192	377	1,569	491	-	1,228	-	290	239	1,138	-	27	1,457	-	281	-	502	907	71	2,550	-	25	11,344
UNC-Charlotte	-	-	-	120	649	-	-	-	264	145	54	134	-	-	473	-	129	-	45	250	44	863	-	-	3,170
UNC-Greensboro	-	-	3	156	313	-	-	1,322	-	241	102	260	393	-	392	-	239	-	45	149	16	489	-	-	4,120
UNC-Wilmington	-	-	-	122	216	-	-	320	-	18	40	14	-	-	133	-	42	-	37	42	-	198	-	-	1,182
Western Carolina	1	-	-	104	760	-	59	1,251	-	104	41	58	74	-	144	-	42	-	58	123	81	400	-	-	3,398
Winston-Salem	-	-	-	32	77	-	-	566	-	7	-	74	-	-	80	-	1	-	-	-	-	193	-	-	1,030
UNC Total	999	419	195	2,054	6,745	491	300	13,772	3,434	1,504	794	2,330	867	27	4,101	155	1,546	0	1,264	2,541	923	10,249	-	51	54,859
PRIVATE SENIOR INSTITUTIONS																									
Atlantic Christian	-	-	-	66	405	-	-	646	-	36	7	22	-	-	95	-	54	-	19	49	-	222	21	-	1,642
Barber-Scotia	-	-	-	24	73	-	-	141	-	-	1	-	3	-	4	-	-	-	-	-	-	161	-	-	407
Belmont Abbey	-	-	-	33	245	-	-	5	-	6	-	2	-	-	36	-	-	-	18	23	-	184	-	-	552
Bennett	-	-	-	17	6	-	-	185	-	2	18	28	30	-	33	-	22	-	5	30	-	120	-	-	496
Campbell	-	-	-	49	648	-	-	720	-	16	9	18	13	-	111	-	66	-	94	109		442	78	10	2,383
Catawba	4	-	-	42	215	-	-	256	-	26	22	5	-	-	94	-	46	-	31	70	-	139	6	12	968
Davidson	-	-	-	33	-	-	-	-	2	17	56	128	-	-	133	-	43	-	25	96	-	353	-	94	980
Duke	3	-	-	485	148	-	-	81	327	90	190	354	-	3	628	-	142	-	291	648	4	1,434	-	-	4,828
Elon	-	-	-	60	312	-	-	440	-	19	28	3	1	-	121	-	49	-	32	-	-	335	12	-	1,412
Gardner-Webb	-	-	-	60	228	-	76	367	-	22	12	-	-	-	109	-	18	-	12	89	-	173	49	-	1,215
Greensboro	-	-	-	27	53	-	-	179	-	47	20	2	-	-	52	-	13	-	4	18	-	54	16	-	485
Guilford	-	-	-	58	119	-	-	143	-	31	28	-	-	-	89	-	45	-	27	82	-	392	-	18	1,032
High Point	1	-	-	34	160	-	-	331	-	14	13	3	-	-	69	-	17	-	11	25	14	230	12	48	982
J.C. Smith	-	-	-	46	147	-	-	135	-	19	17	-	-	-	83	-	29	-	20	118	-	242	-	-	856
Lenoir Rhyne	-	-	-	37	194	-	-	410	-	8	17	95	-	-	115	-	55	-	21	-	-	293	8	8	1,261
Livingstone	-	-	-	37	111	-	-	130	-	14	11	4	-	-	37	-	27	-	12	-	12	220	-	-	615
Mars Hill	-	-	-	74	154	-	-	517	2	57	12	27	17	-	103	-	48	-	10	31	-	175	3	-	1,230
Meredith	-	-	37	26	40	-	-	37	-	90	35	-	161	-	121	-	90	-	16	65	-	261	2	-	981
Methodist	-	-	-	17	184	-	-	148	-	15	15	-	-	-	39	-	15	-	14	-	-	254	20	-	721
N.C. Wesleyan	-	-	-	34	-	-	-	63	-	23	13	-	-	-	116	-	34	-	21	44	10	231	-	22	611
Pfeiffer	-	-	-	47	201	-	-	124	-	15	9	17	-	-	63	-	22	-	16	42	30	142	46	5	779
Queens	-	-	9	40	1	-	-	21	-	78	26	5	-	-	78	-	14	-	7	48	-	134	-	4	465
Sacred Heart	-	-	4	3	4	-	-	158	-	7	-	1	-	-	8	-	-	-	-	18	12	30	-	17	262
St. Andrews	-	-	17	44	83	-	-	72	-	61	20	2	-	-	113	-	31	-	15	59	-	148	9	-	674
St. Augustine's	-	-	4	31	148	-	-	261	-	18	8	9	-	-	48	-	26	-	13	2	-	293	-	-	861
Salem	--	-	-	23	-	-	-	40	-	69	40	4	13	-	45	-	27	-	7	38	-	92	-	-	398
Shaw	-	-	-	18	124	45	-	250	-	14	11	10	-	-	63	-	20	-	15	9	10	260	4	25	878
Wake Forest	-	-	-	240	248	-	-	99	1	22	115	12	-	20	302	-	143	-	56	232	-	755	56	-	2,301
Warren Wilson	-	-	-	20	-	-	-	50	-	3	-	-	-	-	31	-	-	-	15	-	-	125	-	5	249
Private Senior Total	8	-	71	1,725	4,251	45	76	6,009	332	839	753	751	238	23	2,939	-	1,096	-	827	1,945	92	7,894	342	268	30,524
GRAND TOTAL	1,007	419	266	3,779	10,996	536	376	19,866	3,766	2,343	1,547	3,081	1,105	50	7,040	168	2,642	-	2,091	4,486	[illegible]	18,143	342	319	85,383

Table A-5-2

BACHELOR'S DEGREES CONFERRED AT NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1974-75

Institution	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA																								
Appalachian	-	-	-	44	330	-	-	642	-	19	20	35	19	-	60	20	41	14	61	3	211	-	7	1,526
East Carolina	-	27	-	43	223	-	-	671	-	119	17	223	71	-	40	25	15	29	112	183	212	-	-	2,010
Elizabeth City	-	-	-	7	30	-	-	130	-	-	-	-	-	-	7	-	4	1	-	6	41	-	-	226
Fayetteville	-	-	-	6	68	-	-	134	-	2	2	-	-	-	8	-	13	2	1	-	131	-	-	367
N.C. A and T	9	-	-	30	134	-	-	188	38	20	3	62	33	-	28	-	10	15	46	59	113	-	-	788
N.C. Central	-	-	-	30	107	-	-	158	-	12	6	17	17	-	25	-	10	6	13	20	144	-	-	565
N.C. School of the Arts	-	-	-	-	-	-	-	-	-	58	-	-	-	-	-	-	-	-	-	-	-	-	-	58
N.C. State University	270	95	-	170	129	-	66	100	639	-	8	6	-	-	91	-	47	82	40	81	219	-	-	2,043
Pembroke	-	-	-	19	67	-	-	200	-	8	8		4	-	20	-	6	5	22	-	123	-	-	482
UNC-Asheville	-	-	-	7	-*	-	-	-	-	15	11	-	-	-	19	-	2	6	37	-	91	-	-	188
UNC-Chapel Hill	-	-	41	127	478	180	-	275	-	102	64	357	-	2	334	-	63	147	276	33	517	-	21	3,017
UNC-Charlotte	-	13	-	52	199	-	-	118	74	39	18	68	-	-	93	-	17	16	90	20	191	-	-	1,008
UNC-Greensboro	-	-	2	54	137	-	-	359	-	101	18	156	128	-	82	-	42	12	54	25	106	-	-	1,276
UNC-Wilmington	-	-	-	47	51	-	-	115	-	-	11	6	-	-	45	-	10	20	26	-	69	-	-	400
Western Carolina	-	-	-	23	171	-	5	309	-	39	6	42	27	-	23	-	7	17	43	61	77	-	-	850
Winston-Salem	-	-	-	18	47	-	-	127	-	3	-	30	-	-	16	-	4	-	-	-	69	-	-	314
UNC Total	279	135	43	677	2,171	180	71	3,526	751	537	192	1,002	299	2	891	45	291	372	821	491	2,314	-	28	15,118
PRIVATE SENIOR INSTITUTIONS																								
Atlantic Christian	-	-	-	14	80	-	-	161	-	8	1	34	-	-	26	-	11	1	23	-	43	-	-	402
Barber-Scotia	-	-	-	9	20	-	-	25	-	-	-	-	-	-	-	-	-	-	-	-	16	-	-	70
Belmont Abbey	-	-	-	7	66	-	-	3	-	2	-	1	-	-	7	-	-	3	6	-	30	-	-	125
Bennett	-	-	-	13	6	-	-	38	-	-	-	2	7	-	2	-	3	2	7	-	24	-	20	124
Campbell	-	-	-	5	143	-	-	194	-	1	1	6	9	-	21	-	4	12	24	-	99	24	9	552
Catawba	-	-	-	21	53	-	-	77	-	5	7	1	-	-	18	-	6	13	13	-	48	-	4	271
Davidson	-	-	-	7	-	-	-	-	-	3	14	35	-	-	52	-	11	12	26	-	91	-	9	260
Duke	-	-	10	190	59	-	1	28	105	29	50	124	-	-	153	-	24	71	167	13	420	-	-	1,444
Elon	-	-	-	13	92	-	-	112	-	8	4	4	-	-	24	-	4	9	-	-	81	-	-	351
Gardner-Webb	-	-	-	17	53	-	12	97	-	6	7	2	-	-	38	-	9	2	19	-	34	37	-	333
Greensboro	-	-	-	12	14	-	-	58	-	5	3	-	-	1	8	-	1	1	3	-	16	15	-	137
Guilford	-	-	-	16	49	-	-	25	-	11	7	-	-	-	27	-	13	9	18	16	65	-	6	262
High Point	-	-	-	13	42	-	-	52	-	9	4	-	-	-	16	-	3	-	25	7	65	1	-	237
J.C. Smith	-	-	-	7	51	-	-	47	-	1	1	-	-	-	13	-	4	1	22	2	42	-	-	191
Lenoir Rhyne	-	-	-	9	56	-	-	89	-	6	5	36	-	-	25	-	8	3	-	-	74	5	8	324
Livingstone	-	-	-	4	21	-	-	49	-	5	-	-	-	-	2	-	4	1	-	-	45	-	-	131
Mars Hill	-	-	-	11	56		-	132	-	13	7	13	10	-	20	-	2	2	15	3	42	1	-	327
Meredith	-	-	14	10	19	-	-	12	-	20	3	-	61	-	26	-	27	2	37	-	77	-	-	308
Methodist	-	-	-	3	70	-	-	36	-	2	2	-	-	-	4	-	3	1	-	-	52	5	-	178
N.C. Wesleyan	2	-	-	6	-	-	-	35	-	3	1	-	-	-	15	-	6	3	10	-	49	-	5	135
Pfeiffer	-	-	-	7	52	-	-	50	-	6	1	4	-	-	21	-	8	3	14	18	34	12	4	234
Queens	-	-	1	15	-	-	-	23	-	20	2	5	-	-	17	-	2	1	5	-	26	-	-	117
Sacred Heart	-	-	-	-	1	-	-	28	-	2	-	-	-	-	1	-	-	-	5	11	1	-	3	52
St. Andrews	-	-	-	9	16	-	2	17	-	27	3	-	-	-	29	-	2	2	6	-	32	-	-	145
St. Augustine's	-	-	-	5	54	-	-	64	1	4	1	1	-	-	6	-	8	10	10	-	68	-	-	232
Salem	-	-	-	8	-	-	-	8	-	13	7	-	4	-	13	-	5	3	10	-	25	-	-	96
Shaw	-	-	-	7	87	9	-	66	-	4	1	6	-	-	16	-	3	2	-	35	104	-	96	436
Wake Forest	1	-	-	86	83	-	-	40	-	4	31	12	-	1	117	-	25	29	74	-	180	-	-	683
Warren Wilson	-	-	1	5	-	-	-	13	-	5	-	-	-	-	12	-	3	5	2	-	22	-	1	69
Private Senior Total	3	-	26	529	1,243	9	15	1,579	106	222	163	286	91	2	729	-	199	203	546	105	1,905	100	165	8,226
GRAND TOTAL	282	135	69	1,207	3,419	189	86	5,173	857	759	355	1,288	389	4	1,620	45	495	575	1,367	596	4,218	100	193	23,421

*New program authorized, beginning in 1974-75.

Table A-5-3

MASTER'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES, JULY 1, 1970 - JUNE 30, 1974

Institution	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	Grand Total
UNIVERSITY OF NORTH CAROLINA																						
Appalachian State	-	-	67	-	-	-	1,372	-	-	67	26	-	71	84	31	4	71	-	165		-	1,958
East Carolina	-	-	42	108	-	-	898	-	69	9	71	24	33	97	30	31	47	-	56	-	-	1,515
N.C. A and T	6	-	82	-	-	-	429		-	6	-	6	23	-	8	9	-	-	22	-	-	596
N.C. Central	-	-	21	31	-	-	294	-	5	4	-	4	18	70	1	5	2	-	39	-	-	494
N.C. State University	169	58	130½	5	-	-	409	490	-	-	-	-	37	-	110½	67	42	61	142	-	4	1,725
UNC-Chapel Hill	-	169	183	369	54	36	877	72	162	193	928	-	403	374	63	116	39	462	435	-	-	4,935
UNC-Charlotte	-	-	-	27	-	-	461	-	-	-	-	-	38	-	13	-	-	-	24	-	-	563
UNC-Greensboro	-	-	21	74	-	-	593	-	139	26	45	110	78	100	62	24	46	-	67	-	-	1,385
Western Carolina	-	-	17	35	3	-	786	-	-	-	-	-	30	-	2	12	31	-	26	-	-	941
UNC Total	175	227	563½	649	57	36	6,119	567	375	305	1,070	144	731	725	320½	268	278	523	976	-	4	14,112
PRIVATE SENIOR INSTITUTIONS																						
Duke	70	-	79	99	-	10	324	90	3	33	151	-	147	-	64	86	18	-	280	47	-	1,501
Guilford *	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2
Livingstone*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4
Wake Forest	2	-	53	92	-	-	111	-	-	-	-	-	48	-	15	13	32	-	52	5	-	423
Private Sr. Total	72	-	132	191	-	10	435	90	3	33	151	-	197	-	79	99	50	-	332	56	-	1,930
GRAND TOTAL	247	227	695½	840	57	46	6,541	657	378	338	1,221	144	928	737	399½	367	328	523	1,308	56	4	

*Programs have been discontinued

Table A-5-4

MASTER'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1974-75

INSTITUTION	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA																					
Appalachian State	-	-	20	-	-	-	337	-	-	15	6		11	11	8	-	37	-	43		-	488
East Carolina	-	-	6	22	-	-	301	-	20	-	10		7	26	5	3	16	-	23			439
N.C. A and T			10	-	-	-	156	2	-	2	-	2	4	-	-	1		-	12		-	189
N.C. Central		-	4	8	-	-	128	-	-	-	-	-		24	-	3	-	-	15	-	-	182
N.C. State University	39	41	54	3	-	-	145	102	-	-	-	-	6		18	15	2	39	37	-	3	504
UNC Chapel Hill		49	29	108	11	12	178	-	45	32	320	-	76	81	10	20	8	107	64	-		1,150
UNC Charlotte		-		12	-	-	213	-	-	-	-	-	15	-	10	-	-		4	-		254
UNC-Greensboro			9	30	-	-	199	-	37	11	17	26	17	26	20	2	19	-	27	-		440
Western Carolina	-	-	2	11	-	-	212	-	-	-	-	-	5	-	-	13	10	-	10	-	-	263
UNC Total	39	90	134	194	11	12	1,869	104	102	60	353	28	141	168	71	57	92	146	235	-	3	3,909
PRIVATE SENIOR INSTITUTIONS																					
Duke	30	-	13	40	-	4	104	20	3	10	44	-	33	-	8	12	7	1	50	8	-	387
Southeastern Seminary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	-	7
Wake Forest	-	-	13	72	-	-	41	-	1	-	-	-	11	-	5	4	7	-	12	2	-	168
Private Sr. Total	30		26	112	-	4	145	20	4	10	44	-	44	-	13	16	14	1	62	17	-	562
GRAND TOTAL	69	90	160	306	11	16	2,014	124	106	70	397	28	185	168	84	73	106	147	297	17	3	4,471

Table A-5-5

DOCTOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES, JULY 1, 1970 - JUNE 30, 1974

Institution	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Mathematics	Physical Sciences	Psychology	Social Sciences	Grand Total
UNIVERSITY OF NORTH CAROLINA																		
N.C. State University	114	-	184½	3	-	-	150	136½	-	-	-	-	-	52	47	25	50	812
UNC-Chapel Hill	-	11	174	37	8	12	115	27	34	57	54	-	199	30	114	105	265	1,242
UNC-Greensboro	-	-	-	-	-	-	46	-	-	-	-	34	1	-	-	13	-	94
UNC Total	114	11	358½	40	8	12	311	213½	34	57	54	34	200	82	161	143	315	2,148
PRIVATE SENIOR INSTITUTIONS																		
Duke	18	-	154	-	-	-	100	52	-	17	-	-	145	24	100	59	203	872
Wake Forest	-	-	26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26
Private Sr. Total	18	-	180	-	-	-	100	52	-	17	-	-	145	24	100	59	203	898
GRAND TOTAL	132	11	538½	40	8	12	411	265½	34	74	54	34	345	106	261	202	518	3,046

Table A-5-6

DOCTOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1974-

Institution	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Mathematics	Physical Sciences	Psychology	Social Sciences	Grand Total
UNIVERSITY OF NORTH CAROLINA																		
N.C. State University	24	-	38	-	-	-	30	45	-	-	-	-	-	7	15	7	13	179
UNC-Chapel Hill	-	3	34	11	2	3	39	-	13	21	28	-	52	7	28	23	68	332
UNC-Greensboro	-	-	-	-	-	-	19	-	-	-	-	7	1	-	-	6	-	33
UNC Total	24	3	72	11	2	3	88	45	13	21	28	7	53	14	43	36	81	544
PRIVATE SENIOR INSTITUTIONS																		
Duke	5	-	53	1	-	1	23	17	-	6	1	-	29	5	18	9	49	217
Wake Forest	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12
Private Sr. Total	5	-	65	1	-	1	23	17	-	6	1	-	29	5	18	9	49	229
GRAND TOTAL	29	3	137	12	2	4	111	62	13	27	29	7	82	19	61	45	130	773

Table A-5-7

FIRST PROFESSIONAL DEGREES CONFERRED BY NORTH CAROLINA UNIVERSITIES, JULY 1, 1970 - JUNE 30, 1974

Institution	Dentistry	Medicine	Law	Theology	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA					
N.C. Central	-	-	168	-	168
UNC-Chapel Hill	230	332	843	-	1,405
UNC Total	230	332	1,011	-	1,573
Area as % of total degrees conferred	14.6	21.1	64.3	.0	100.0
PRIVATE SENIOR INSTITUTIONS					
Duke	-	351	561	274	1,186
Wake Forest	-	267	357	-	624
Private Senior Total	-	618	918	274	1,810
GRAND TOTAL	230	950	1,929	274	3,383

Table A-5-8

FIRST PROFESSIONAL DEGREES CONFERRED BY NORTH CAROLINA UNIVERSITIES, 1974-75

Institution	Dentistry	Medicine	Law	Theology	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA					
East Carolina	-	-	-	-	-
N.C. Central	-	-	82	-	82
UNC-Chapel Hill	73	107	214	-	394
UNC Total	73	107	296	-	476
Area as % of total degrees conferred	15.3	22.5	62.2	.0	100.0
PRIVATE SENIOR INSTITUTIONS					
Duke	-	104	141	66	311
Wake Forest	-	78	138	-	216
Private Senior Total	-	182	279	66	527
GRAND TOTAL	73	289	575	66	1,003

Table A-5-9

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

AGRICULTURE AND NATURAL RESOURCES[1]

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0101	Agriculture, general					3 M			M								
0102	Agronomy (field crops, and crop management)								BMD								
0103	Soils science (management and conservation)								BMD								
0104	Animal science (husbandry)								BMD								
0106	Poultry science								B M								
0108	Horticulture (fruit and vegetable production)								BMD								
0111	Agricultural economics					B			B M								
0112	Agricultural business					B											
0113	Food science and technology					B			BMD								
0114	Forestry								BMD								
0115	Natural resources management								B								
0116	Agriculture and forestry technologies					B			BMD								
0198	Agricultural science					B											

ARCHITECTURE AND ENVIRONMENTAL DESIGN

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0201	Environmental design, general								B								
0202	Architecture								M				B				
0204	Landscape architecture					(b)[2]			B M								
0205	Urban architecture								M								
0206	City, community, and regional planning	B	B									M D	(m)[3]				
0298	Product design								B M								

AREA STUDIES[4]

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0305	African studies											B					
0308	Latin American studies											B		B			
0313	American studies											B					
0398	International studies											B					

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] No new programs are projected at this time in Agriculture and Natural Resources.
[2] projected for 1976
[3] projected for 1978
[4] No new programs are projected at this time in Area Studies.

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

BIOLOGICAL SCIENCES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0401 Biology, general	BMI	BM(i)[1]	B	B	B M	B M		B	B	B	B M	B M	B M	B	B M	B
0402 Botany, general								BMD			BMD					
0403 Bacteriology											BMD					
0404 Plant pathology								M D								
0407 Zoology, general								BMD			BMD					
0408 Pathology, human and animal											M D					
0409 Pharmacology, human and animal											M D					
0410 Physiology, human and animal								M D			M D					
0411 Microbiology								BMD								
0412 Anatomy											M D					
0414 Biochemistry		B						BMD			M D					
0418 Marine biology														B		
0419 Biometrics and biostatistics											M D					
0420 Ecology			(b)[2]					M			M D					
0421 Entomology								BMD								
0422 Genetics								M D			M D					
0424 Nutrition, scientific (excludes nutrition in home economics and dietetics)								BMD			M(d)[3]					
0425 Neurosciences											D					
0495 Biomathematics								M D								
0496 Pest management for crop protection								B								
0497 Parasitology											M D					
0498 Wildlife biology								B M								

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree (b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

---

[1] projected for 1976
[2] projected for 1977
[3] projected for 1977

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

BUSINESS AND MANAGEMENT

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0501 Business and commerce, general	B M															
0502 Accounting	B(m)[1]				B	B		B			B	B	B	B	B	
0504 Banking and finance	B														B	
0506 Business management and administration	B(m)[2]	B M	B	B	B	B M		B(m)[3]	B	B	BMD	B M	B M	B	B M	B
0507 Operations research								M D			M D					
0509 Marketing and purchasing	B												B	B	B	
0510 Transportation and public utilities					(b)[4]											
0514 Secretarial studies	B	B			B								B		B	B
0516 Labor and industrial relations											B					
0517 Business economics	B				B	B								B	B	
0597 Insurance and real estate	B															
0598 Business law															B	

COMMUNICATIONS

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0601 Communications, general	(b)[5]															
0602 Journalism (printed media)											B M					
0603 Radio/television											B M					
0698 Mass communications research											D					

COMPUTER AND INFORMATION SCIENCES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0701 Computer and information sciences, general	B	B						B(m)[6]			BMD			B	B	

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] projected for 1976
[2] projected for 1976
[3] projected for 1977
[4] projected for 1976
[5] projected for 1976
[6] projected for 1976

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

EDUCATION

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0801	Education, general					M								M			
0802	Elementary education, general	BMI	B M	B	B	B M	B M			B		BMD	B[1]M	B M	B(m)[2]	BMI	B
0803	Secondary education, general								B								
0804	Junior high school education					(b)[3]											
0805	Higher education, general	M I										M D					
0806	Junior and community college education						B									M	
0807	Adult and continuing education		(m)[4]			(m)[5]			M D								
0808	Special education, general	BMI	B M	(b)[6]	(b)[7]				M	(b)[8]		BMD		(b)[9]	(b)[10]	B M	(b)[11]
0810	Education of the mentally retarded	B					M									B M	
0812	Education of the deaf													B(m)[12]			
0815	Speech correction	B					M					B		B		B M	
0816	Education of the emotionally disturbed	B					M										
0818	Special learning disabilities	B	M													(b)[13]	
0821	Social foundations (history and philosophy of education)											M D					
0822	Educational psychology (include learning theory)											M D		(m)[14]			
0825	Educational testing, evaluation and measurement													M			
0826	Student personnel (counseling and guidance)	M I	M			M	M		M D			M D	M	MID		M	
0827	Educational administration	M I	M I			M	M						M	MID		M I	
0828	Educational supervision	M I				M	M							M		M I	
0829	Curriculum and instruction		M I						M D			M D	M	D		M I	

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] UNC-C does not grant a degree in elementary education, but does offer preparation for teachers in elementary education who are candidates for degrees in human development and learning.
[2] projected for 1977
[3] projected for 1976
[4] projected for 1976
[5] projected for 1976
[6] projected for 1976
[7] projected for 1976
[8] projected for 1976
[9] projected for 1976
[10] projected for 1976
[11] projected for 1976
[12] projected for 1976
[13] projected for 1976
[14] projected for 1977

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

EDUCATION (cont.)

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0830	Reading education (methodology and theory)	(b)[1]MI		(b)[2]		(b)[3]M				(b)[4]		M				B M	
0831	Art education (methodology and theory)	B(m)[5]	B M	B		B M				B		B M	B	B M		B(m)[6]	B
0832	Music education (methodology and theory)	B M	(i)[7]	B	B	B				B		B M	B	BMD	B	B M	B
0833	Mathematics education (methodology and theory)								BMD								
0834	Science education (methodology and theory)	B M	B M			M			BMD			B		M		B	
0835	Physical education	B				M	B M					B M		BMD	B		
0836	Driver and safety education	B(m)[8]	B(m)[9]			B M											
0837	Health education (include family life education)	B	B				B					B		B M		B	
0838	Business, commerce, and distributive education	B	B M	B	B	B	B M			B		M		B M		B M	B
0839	Industrial arts, vocational, and technical education	B M	B M	B		B M			BMD							B M	
0892	Agricultural education								B M								
0893	Educational administration and supervision								M D			MID			(m)[10] I		
0894	Student personnel services in higher education											M					
0895	Health and physical education	M	B M	B	B	B M				B					B	B M	B
0896	Recreation education						B M										
0897	Educational media	I					M					M				B M	
0898	Audio-visual education	M				M								(m)[11]			

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] projected for 1976
[2] projected for 1976
[3] projected for 1976
[4] projected for 1976
[5] projected for 1976
[6] projected for 1976
[7] projected for 1976
[8] projected for 1976
[9] projected for 1976
[10] projected for 1976
[11] projected for 1977
projected for 1976

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

ENGINEERING

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0901 Engineering, general					M			B M								
0902 Aerospace, aeronautical and astronautical engineering								B								
0903 Agricultural engineering					B											
0904 Architectural engineering					B											
0905 Bioengineering and biomedical engineering																
0906 Chemical engineering (include petroleum refining)								BMD								
0908 Civil, construction, and transportation engineering								BMD				B				
0909 Electrical, electronics, and communications engineering					B			BMD				B				
0910 Mechanical engineering					B			BMD								
0913 Industrial and management engineering					(b)[1]			BMD								
0915 Materials engineering								BMD								
0919 Engineering physics					B											
0920 Nuclear engineering								BMD								
0921 Engineering mechanics								BMD								
0925 Engineering technologies					B							B				
0995 Textile technology								B M								
0996 Biological and agricultural engineering								BMD								
0997 Furniture manufacturing and management								B								
0998 Engineering science												B				

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

---

[1] projected for 1976

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

FINE AND APPLIED ARTS

Discipline Specialty		ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1001	Fine arts, general											B			B		
1002	Art (painting, drawing, sculpture)	B	B M			B	B			B	B	B M	B	B M		B(m)[1]	B
1003	Art history and appreciation		B									BMD		B			
1004	Music (performing, composition, theory)	B	B M					B				B M	B	B M			
1005	Music (liberal arts program)	B	B			B	B M			B		BMD				B	
1006	Music history and appreciation (musicology)						(b)[2]							B			
1007	Dramatic arts	B	B		B	B	B	B			B	BMI	B	B M		B	
1008	Dance		B					B					B	B M			
1094	Professional theatre					B											
1095	Community arts management		B														
1096	Music therapy		B														
1097	Film, T.V. and Recording in Performing Arts (5th yr program)							3									
1098	Music merchandising	B															

FOREIGN LANGUAGES[4]

Discipline Specialty		ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1102	French	B M	B		B	B M	B M		B	B	B	B M	B	B M	B	B	
1103	German		B				B				B	B M	B	B		B	
1105	Spanish	B M	B				B		B	B	B	B M	B	B M	B	B	
1106	Russian											B					
1109	Latin										B	B M		B			
1110	Greek, classical											B		B			
1115	Slavic languages (other than Russian)																
1195	Portuguese											B					
1196	Slavic languages (including Russian)											M D					
1197	Germanic languages											M D					
1198	Romance languages and literatures											M D					

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree (b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] projected for 1976

[2] projected for 1976

[3] This is a program designed for those who have completed a baccalaureate at the North Carolina School of the Arts.

[4] No new programs are projected at this time in Foreign Languages.

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

HEALTH PROFESSIONS

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1201 Health professions, general		B													B	
1203 Nursing		B(m)[1]			B	B					B M	B	B(m)[2]		B	B
1204 Dentistry, D.D.S. or D.M.D. degree											P					
1205 Dental specialties											M					
1206 Medicine, M.D. degree		P									P					
1208 Occupational therapy		B														
1211 Pharmacy											BMD					
1212 Physical therapy		B									B M					
1213 Dental hygiene											B					
1214 Public health						M					(b)[3]M					
1215 Medical record librarianship		B													B	
1220 Speech pathology and audiology	B M	B M									M(d)[4]		B M			
1222 Clinical social work (medical and psychiatric and specialized rehabilitation services)		M									M					
1223 Medical laboratory technologies	B	B	(b)[5]	B				B	B		B	B	B	B	B	B
1225 Radiologic technologies											B					
1287 Environmental sciences and engineering											M D					
1288 Health administration											M D					
1289 Health education											M D					
1290 Public health nursing											M					
1291 Special pre-professional, medicine											B					
1292 Dental auxiliary teacher education											B					
1293 Maternal and child health											M D					
1294 Mental health											M D					
1295 Epidemiology											M D					
1296 Health care management (not Hospital administration)	B															
1297 Special pre-professional, dentistry											B					
1298 Environmental health		B(m)[6]														

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional program D - doctorate program
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] projected for 1976
[2] projected for 1976
[3] projected for 1977
[4] projected for 1977
[5] projected for 1976
[6] projected for 1977

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

HOME ECONOMICS[1]

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1301	Home economics, general	B	B M			B	B M			B				BMD		B	
1302	Home decoration and home equipment	B												B			
1303	Clothing and textiles	B				B	B							BMD			
1304	Consumer economics and home management													M D			
1305	Family relations and child development		M			B								BMD			
1306	Foods and nutrition (include dietetics)					B M	B							BMD			
1307	Institutional management and cafeteria management	B															

LAW[2]

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1401	Law, general						P					P					
1498	Special pre-professional, law											B					

LETTERS

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1501	English, general	B M	BM(i)[3]	B	B	B M	B M		B	B	B	BMD	B M	BMD	B	B M	B
1502	Literature, English					(m)[4]			M		B						
1503	Comparative literature											BMD					
1504	Classics										B	M D					
1505	Linguistics (includes phonetics, semantics, and philology)											BMD					
1506	Speech, debate, and forensic science (rehetoric and public address)	B				B			B			B M		B M	(b)[5]		
1507	Creative writing								B				B	M			
1509	Philosophy		B				B		B		B	BMD	B	B			
1510	Religious studies (exclude theological professions)											B M	B	B			
1596	Folklore											M					
1597	Philosophy and religion	B								B					B		
1598	Literature and classics										B						

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

---

[1] No new programs are projected at this time in Home Economics.
[2] No new programs are projected at this time in Law.
[3] projected for 1976
[4] projected for 1976
[5] projected for 1976

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

LIBRARY SCIENCE

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1601 Library science, general	B M	B M				M					M(d)[1]		M			

MATHEMATICS[2]

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1701 Mathematics, general	B M	B M	B	B	B M	B M		BMD	B	B	BMD	B M	B M	B	B M	B
1702 Statistics, mathematical and theoretical	B							BMD			BMD					
1703 Applied mathematics								M D			B					
1798 Decision methods											B					

PHYSICAL SCIENCES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1901 Physical sciences, general											M				B M	
1902 Physics, general (except biophysics)	B	B M			B	B		BMD		B	BMD	B	B M	B	B	
1905 Chemistry, general (except biochemistry)	B M	B M	B	B	B M	B M		BMD	B	B	B M	B M	B M	B	B M	
1906 Inorganic chemistry											M D					
1907 Organic chemistry											M D					
1908 Physical chemistry											M D					
1909 Analytical chemistry											M D					
1913 Atmospheric sciences and meteorology								B(m)[3]								
1914 Geology	B	B M	B					B M			BMD			B	B	
1917 Earth sciences, general												B	B	B	B	
1995 Biological chemistry											M D					
1996 Textile chemistry								B M								
1997 Fiber and polymer science								D								
1998 Applied physics		B														

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

---

[1] projected for 1977
[2] No new programs are projected at this time in Mathematics.
[3] projected for 1976

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

PSYCHOLOGY

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2001 Psychology, general	B M	B M	(b)[1]	B	B	B M		BMD	B	B	BMD	B	BMD	B	B M	B
2002 Experimental psychology											M D					
2003 Clinical psychology	M	M									M D				M	
2004 Psychology for counseling	B M															
2005 Social psychology											M D					
2006 Psychometrics											M D					
2009 Developmental psychology											M D					
2097 School psychology	(m)(i)[2]	M(i)[3]									MI(d)[4]		M I		M I	
2098 Behavioral technology, (5-yr program)													B			

PUBLIC AFFAIRS AND SERVICES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2101 Community services, general								M								
2102 Public administration		M									M	(m)[5]				
2103 Parks and recreation management	B	B			B			B M			B M		B	(b)[6]	B	
2104 Social work and helping services (other than clinical social work)		B			B			(b)[7]			M		B		B	
2105 Law enforcement and corrections	(b)[8]	B	B		[illegible]	B		B			B	B			B	
2198 Human services, general												B				

SOCIAL SCIENCES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2201 Social sciences, general	B M		B	B	B M	B		B		B	B		M	B	B M	
2202 Anthropology	B	B									BMD	(b)[9]	B		B	
2203 Archaeology											B					
2204 Economics	B			(b)[10]				BMD	B	B	BMD	B	B M		B	
2205 History	B M	B M	B	B	B M	B M		B M	B	B	BMD	B M	B M	B	B M	B
2206 Geography	B M	B M		(b)[11]		B					BMD	B M	B	B	B M	

Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] projected for 1976
[2] projected for 1977-authorization is for a two-year master's degree with 6th year certificate
[3] projected for 1977-authorization is for a two-year master's degree with 6th year certificate
[4] projected for 1976
[5] projected for 1976
[6] projected for 1977
[7] projected for 1976
[8] projected for 1976
[9] projected for 1976
[10] projected for 1977
[11] projected for 1976

Table A-5-9 (cont.)

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

SOCIAL SCIENCES (cont.)

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2207 Political science and government	B M	B M	B	B	B	B		B M	B	B	BMD	B	B(m)[1]	B	B	B
2208 Sociology	B M	B M	B	B	B	B M		BMD	B	B	BMD	B	B M	B	B	B
2210 International relations											M					
2211 Afro-American (black culture) studies				B		B					B	(b)[2]				
2214 Urban studies											B					B
2295 Behavioral analysis										B						
2296 Behavioral analysis of historical epochs										B						
2297 Rural sociology								B M								
2298 Political science and sociology										B						

INTERDISCIPLINARY STUDIES[3]

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
4901 General liberal arts and sciences	B										B					
4902 Biological and physical sciences								B M								
4903 Humanities and social sciences								B								
4987 Biomedical sciences and mathematics											M D					
4988 Applied science technologies									B							B
4989 Interdepartmental studies													B			
4990 Marine sciences		B						M D			M D					
4991 International development, technology for								M								
4992 Engineering mathematics					B											
4993 Political science and philosophy										B						
4994 History and classics										B						
4995 Literature and drama										B						
4996 Environmental studies														B		
4997 Peace, war and defense											B					
4998 Special studies															B	

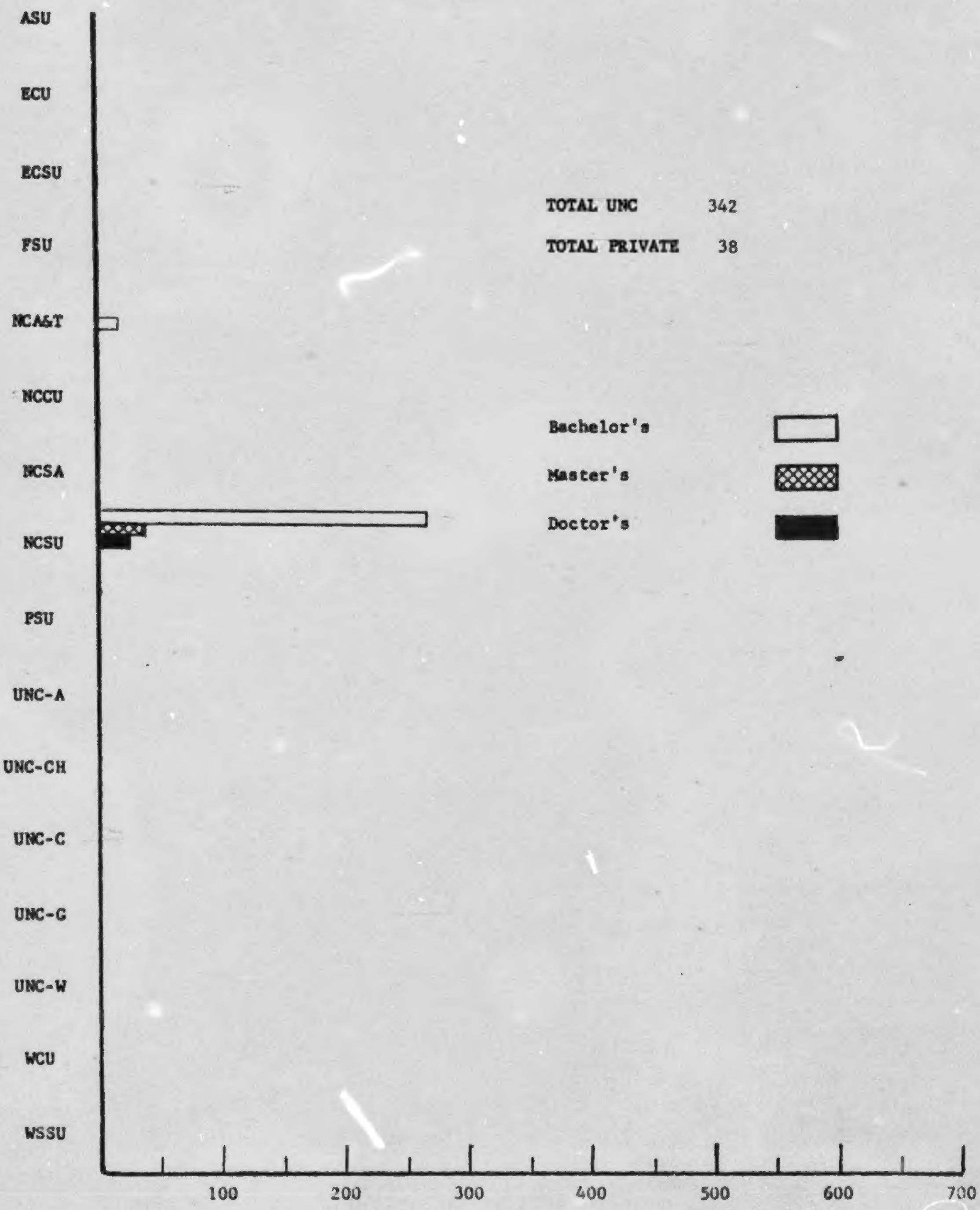
Key: B - baccalaureate degree M - master's degree I - sixth year program P - professional degree D - doctorate degree
(b)-projected baccalaureate (m)-projected master's (i)-projected sixth year program (p)-projected professional (d)-projected doctorate

[1] projected for 1976
[2] projected for 1976
[3] No new programs are projected at this time in Interdisciplinary Studies.

Figure A-V-1

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

AGRICULTURE AND NATURAL RESOURCES

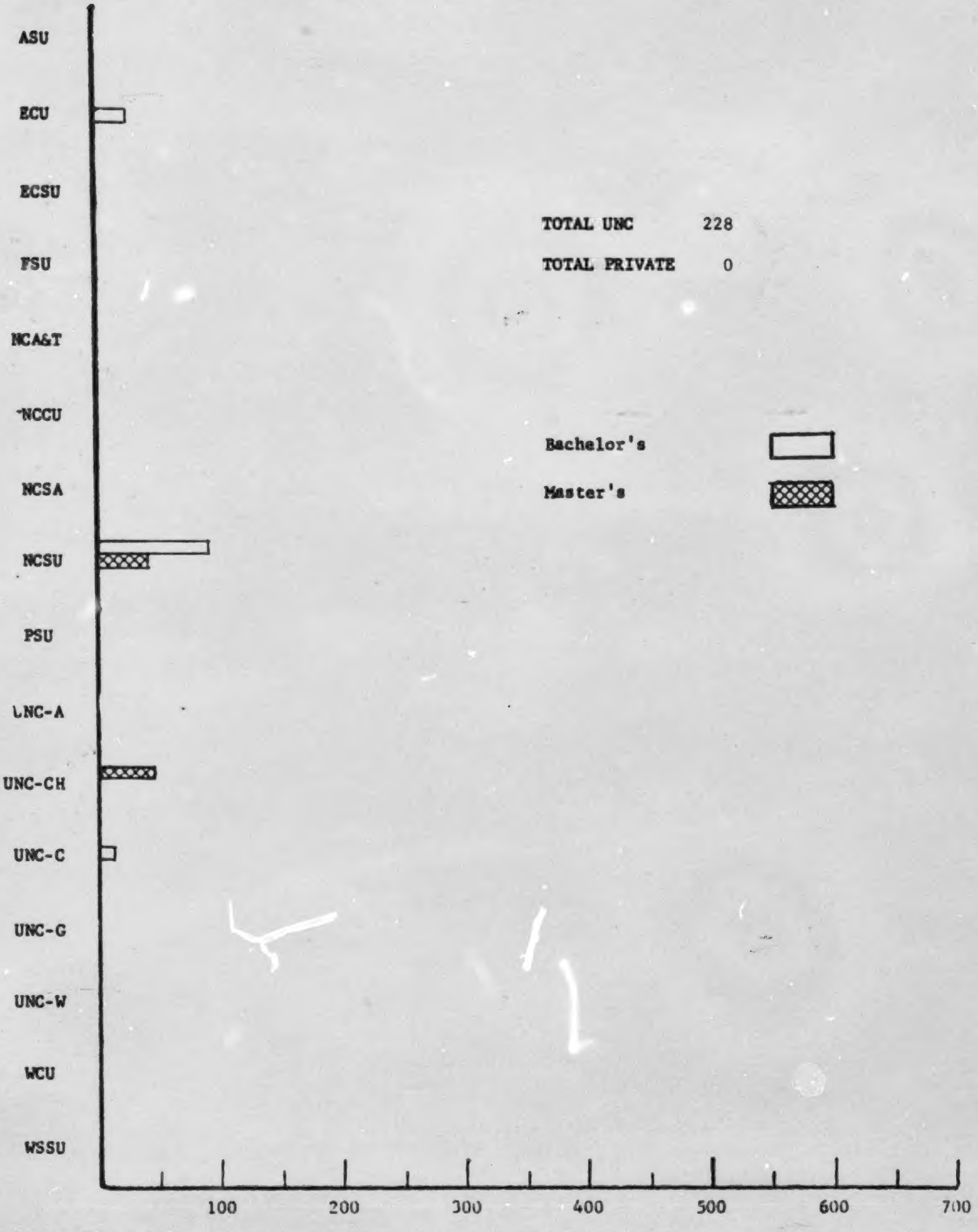


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-2

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

ARCHITECTURE AND ENVIRONMENTAL DESIGN

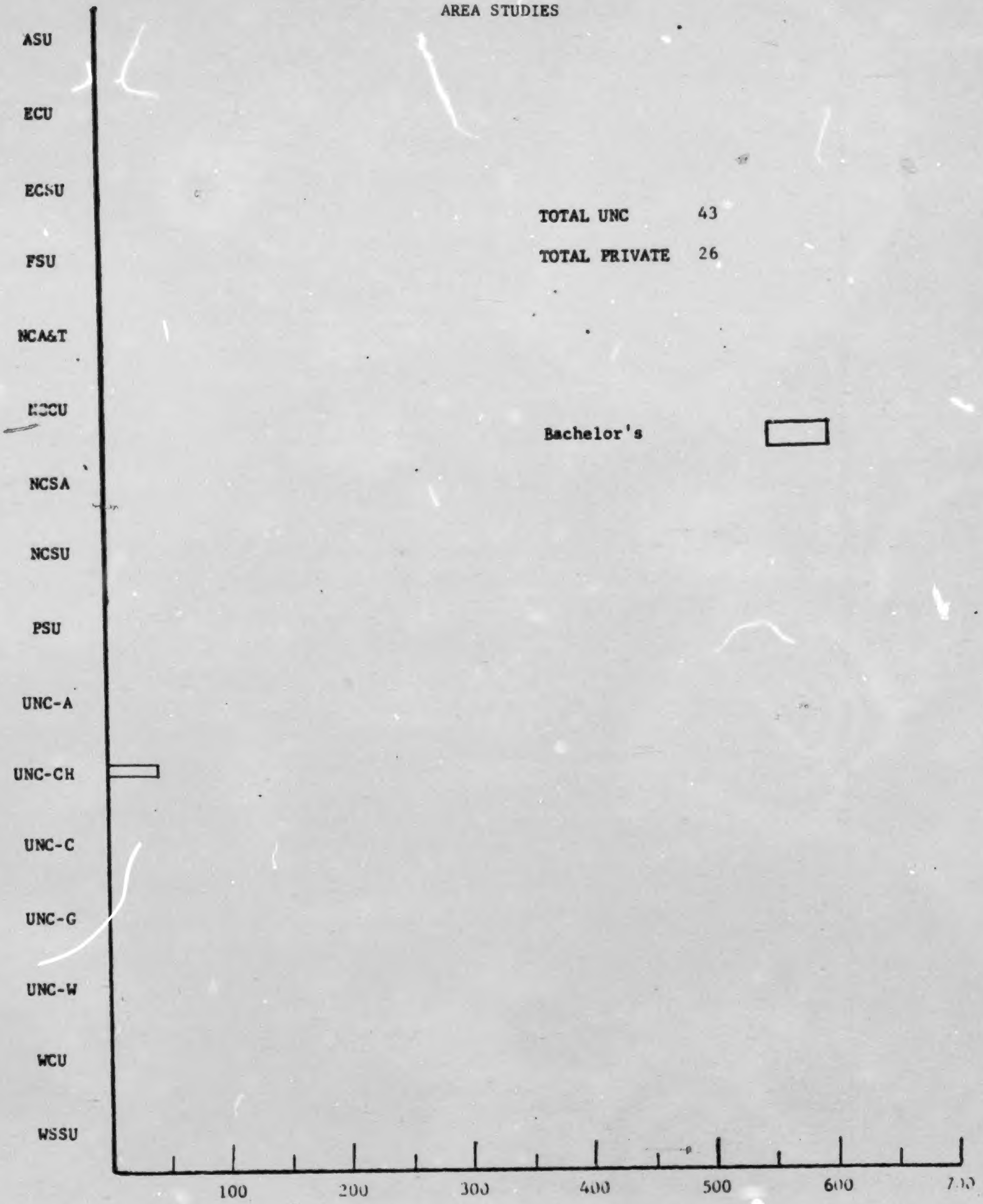


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-3

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

AREA STUDIES

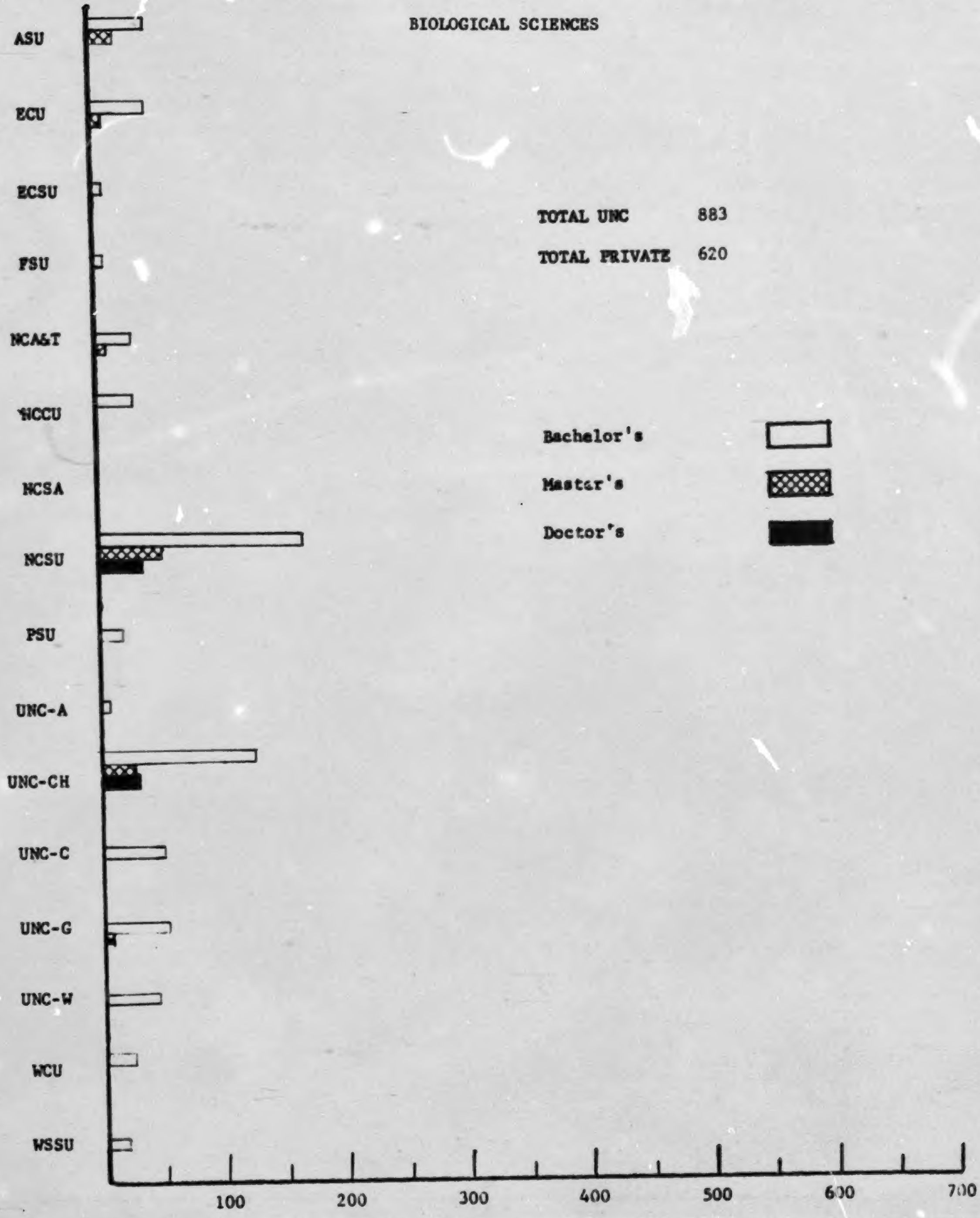


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-4

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

BIOLOGICAL SCIENCES



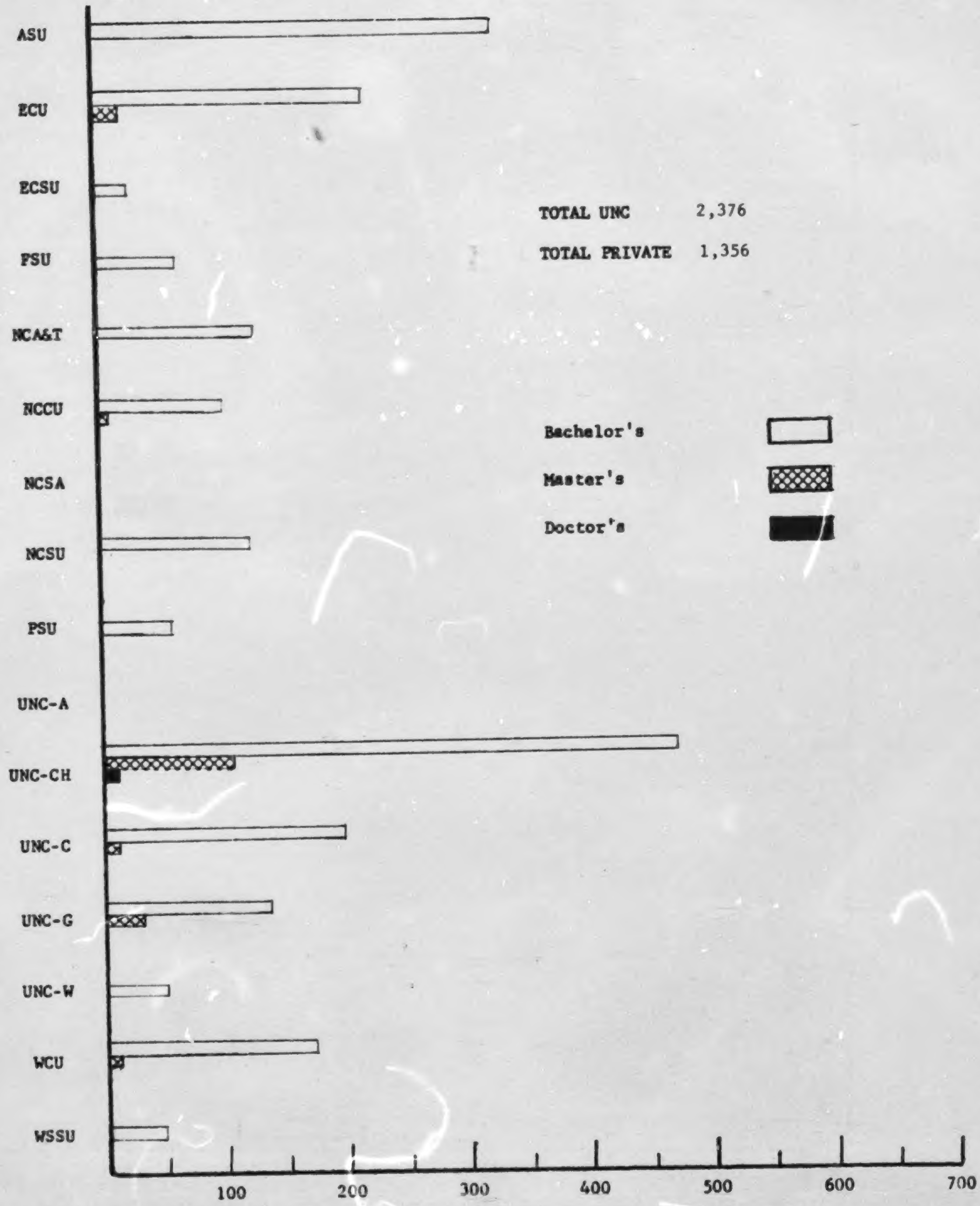
Note: Discipline Divisions with less than five degrees conferred do not appear on graph

616

Figure A-V-5

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

BUSINESS AND MANAGEMENT

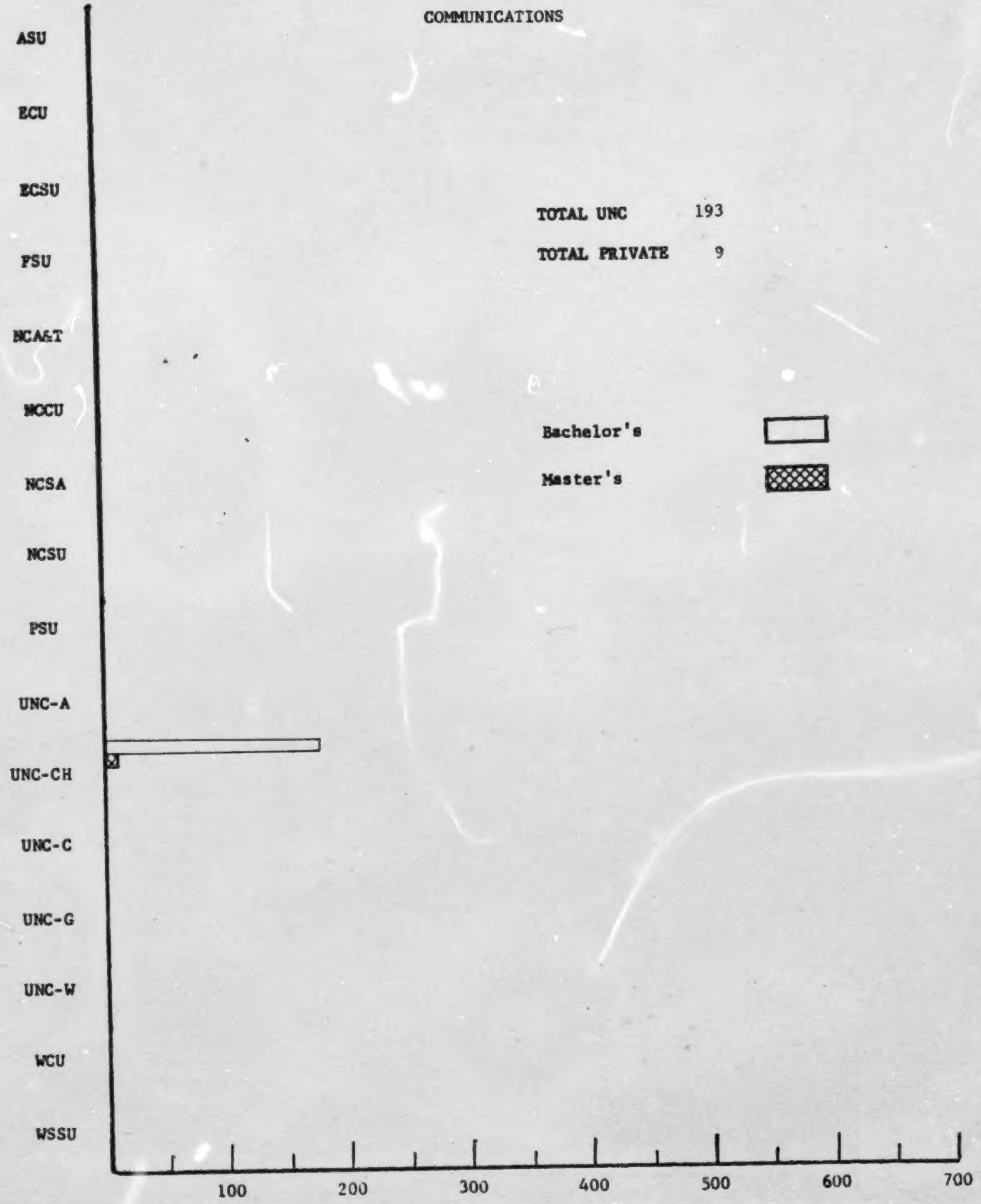


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-6

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

COMMUNICATIONS

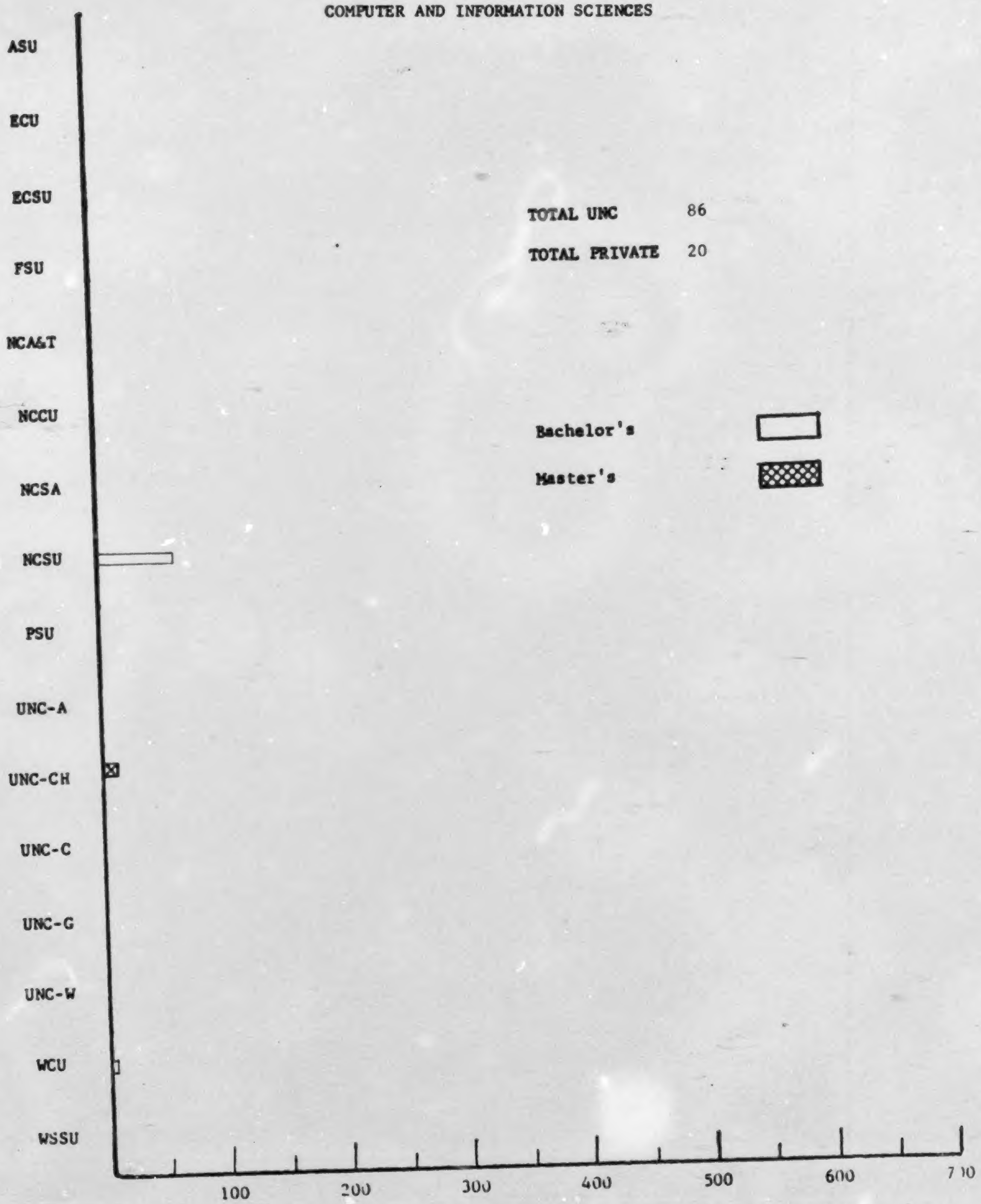


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-7

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

COMPUTER AND INFORMATION SCIENCES

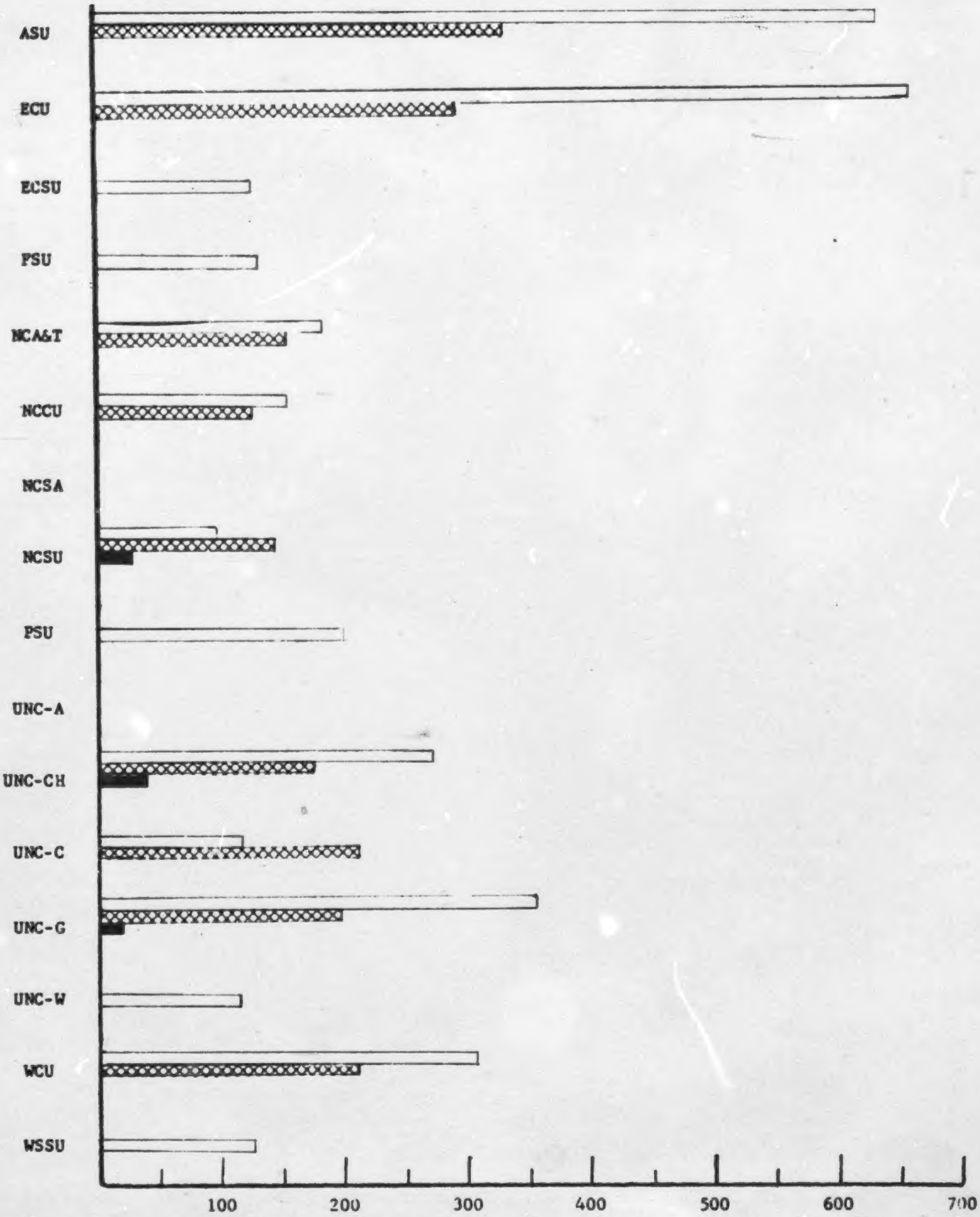


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-8

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

EDUCATION



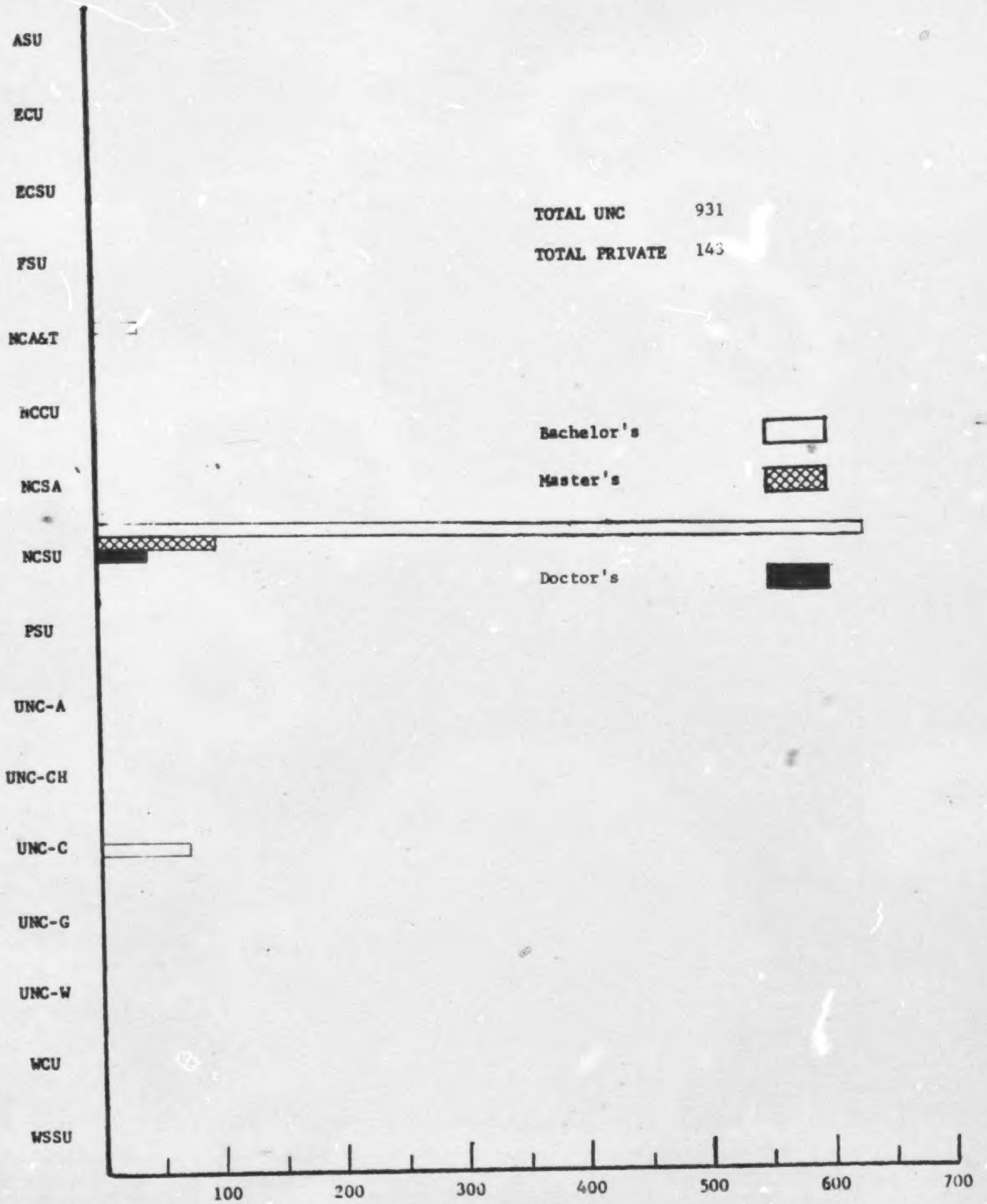
Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-9

674

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

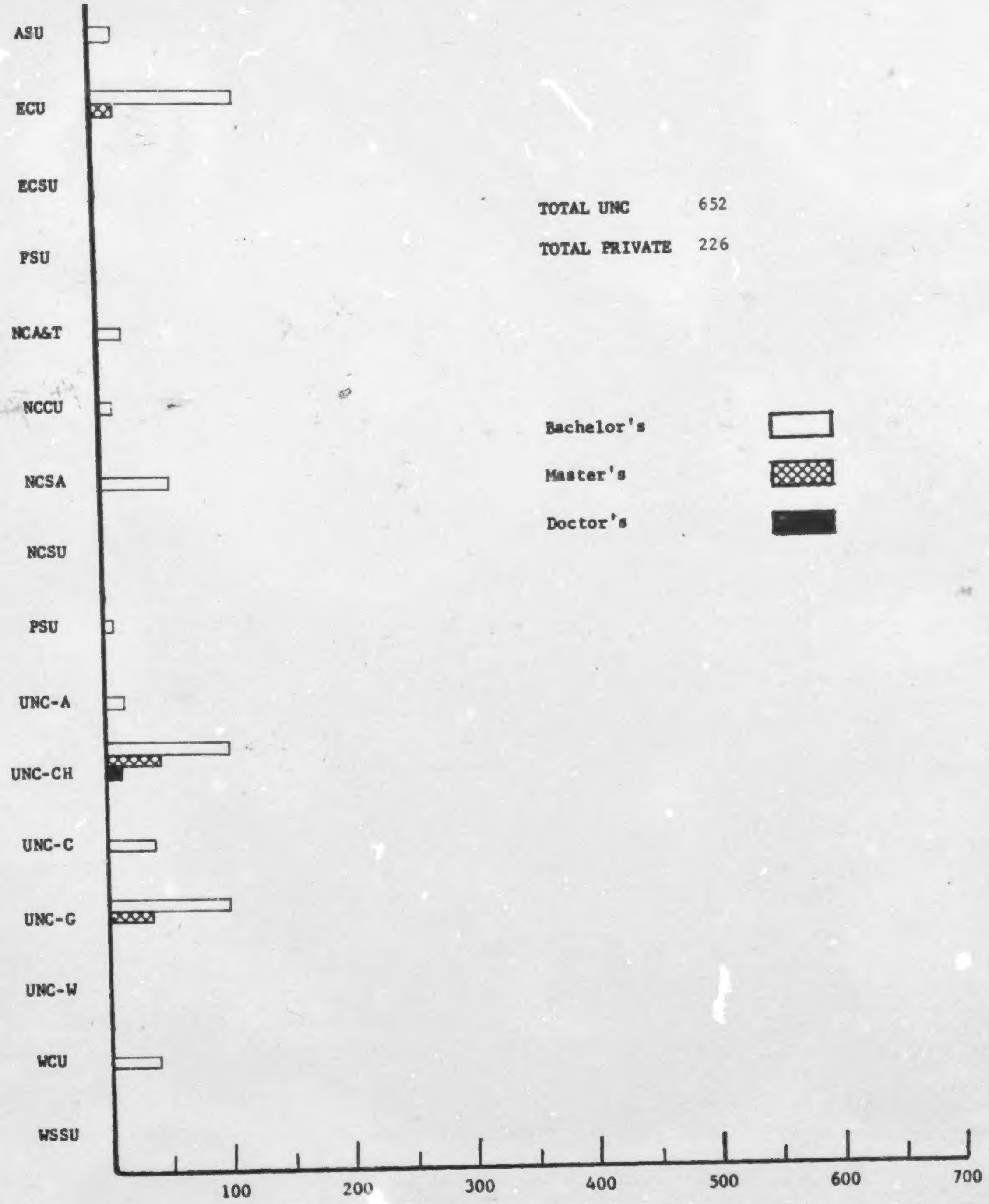
ENGINEERING



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

FINE AND APPLIED ARTS

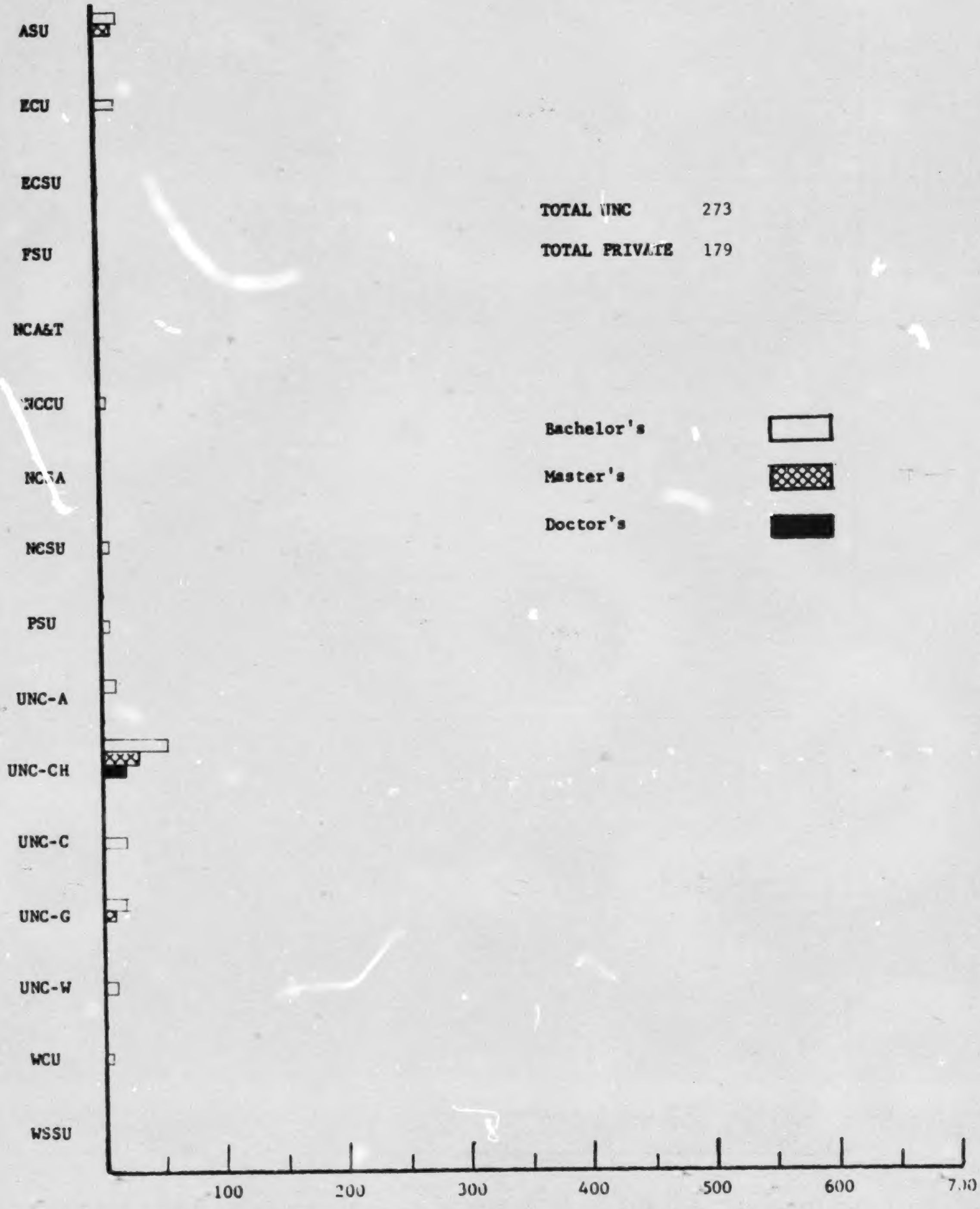


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-11

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

FOREIGN LANGUAGES



TOTAL UNC 273

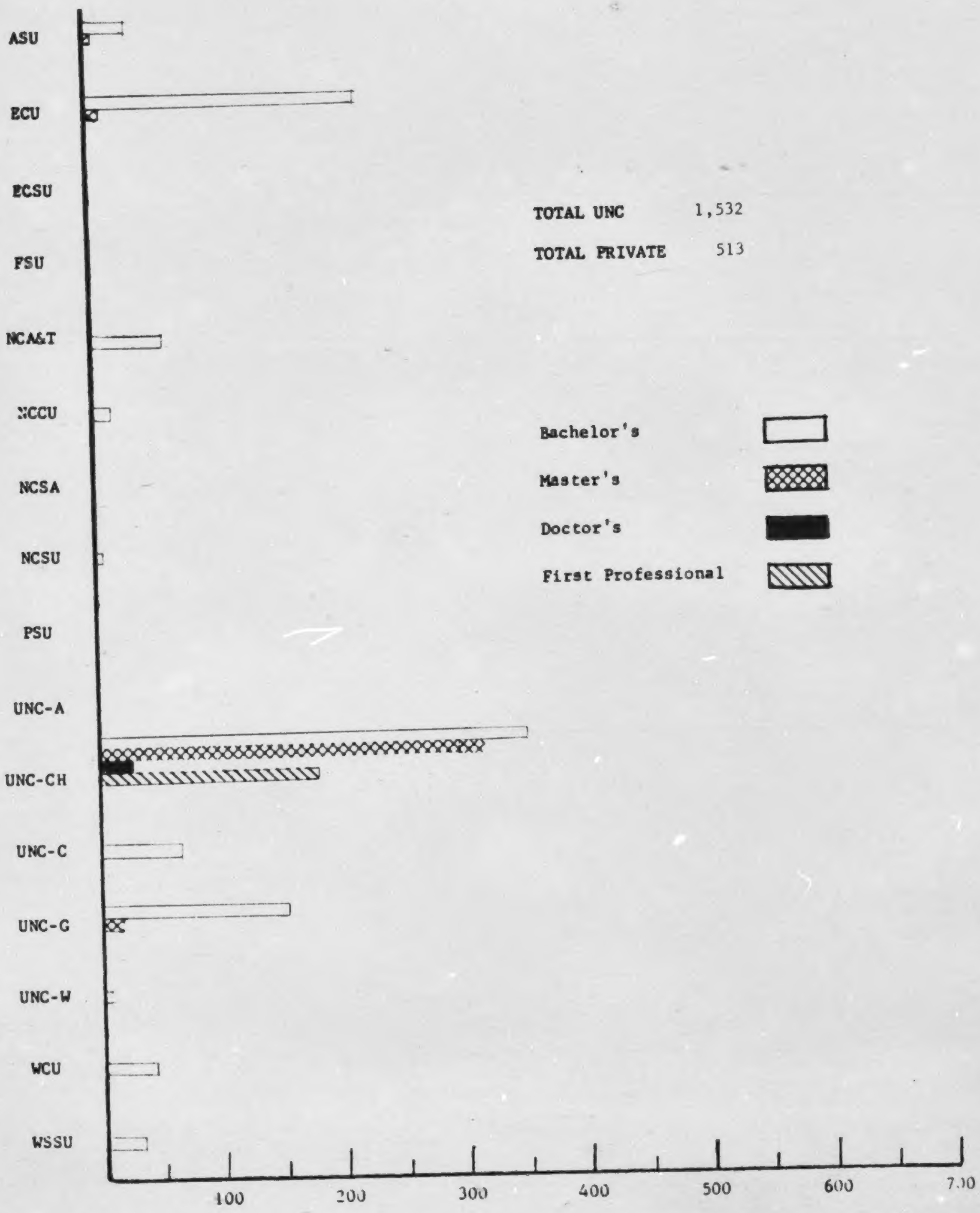
TOTAL PRIVATE 179

Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-12

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

HEALTH PROFESSIONS

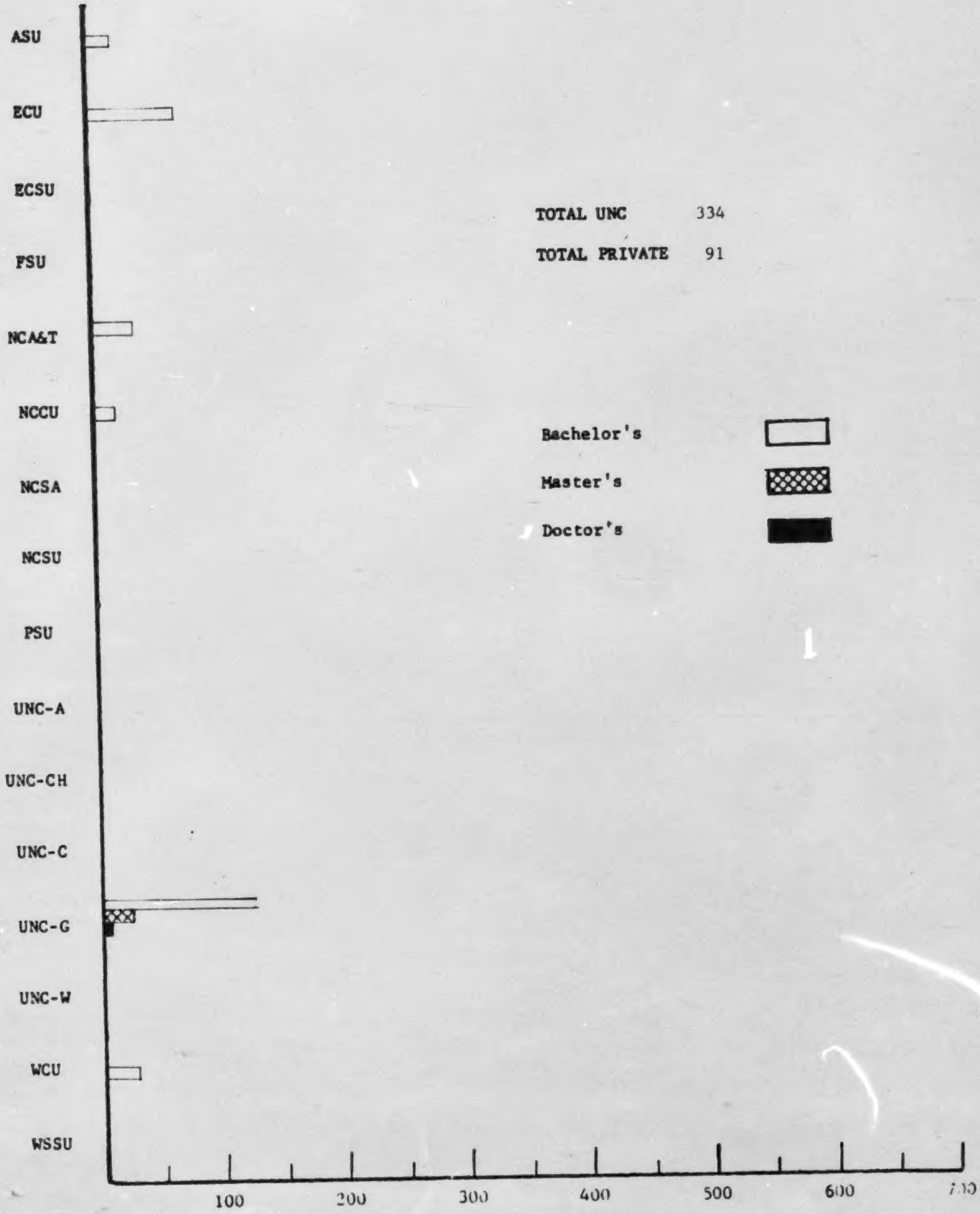


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-13

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

HOME ECONOMICS

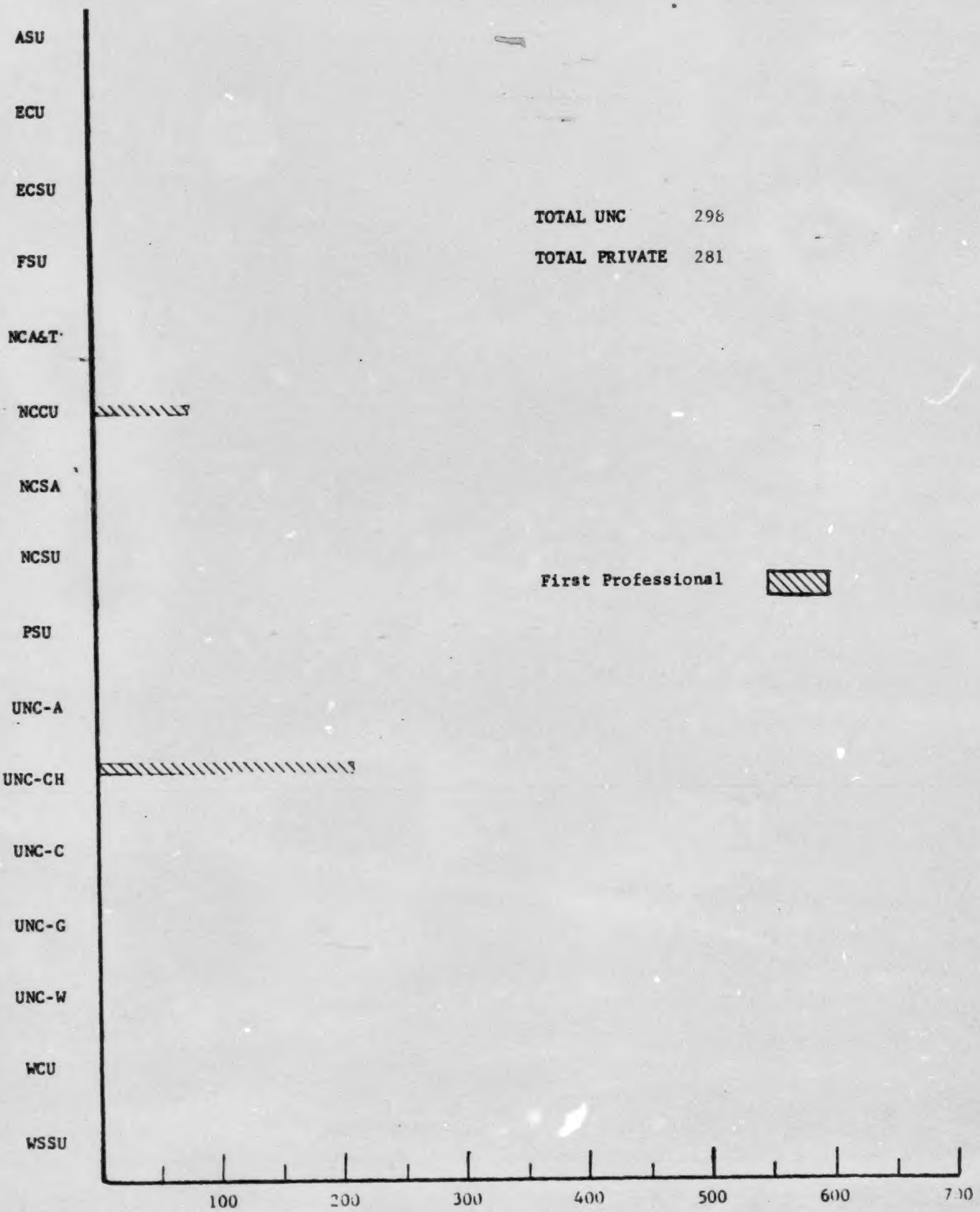


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-14

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

LAW

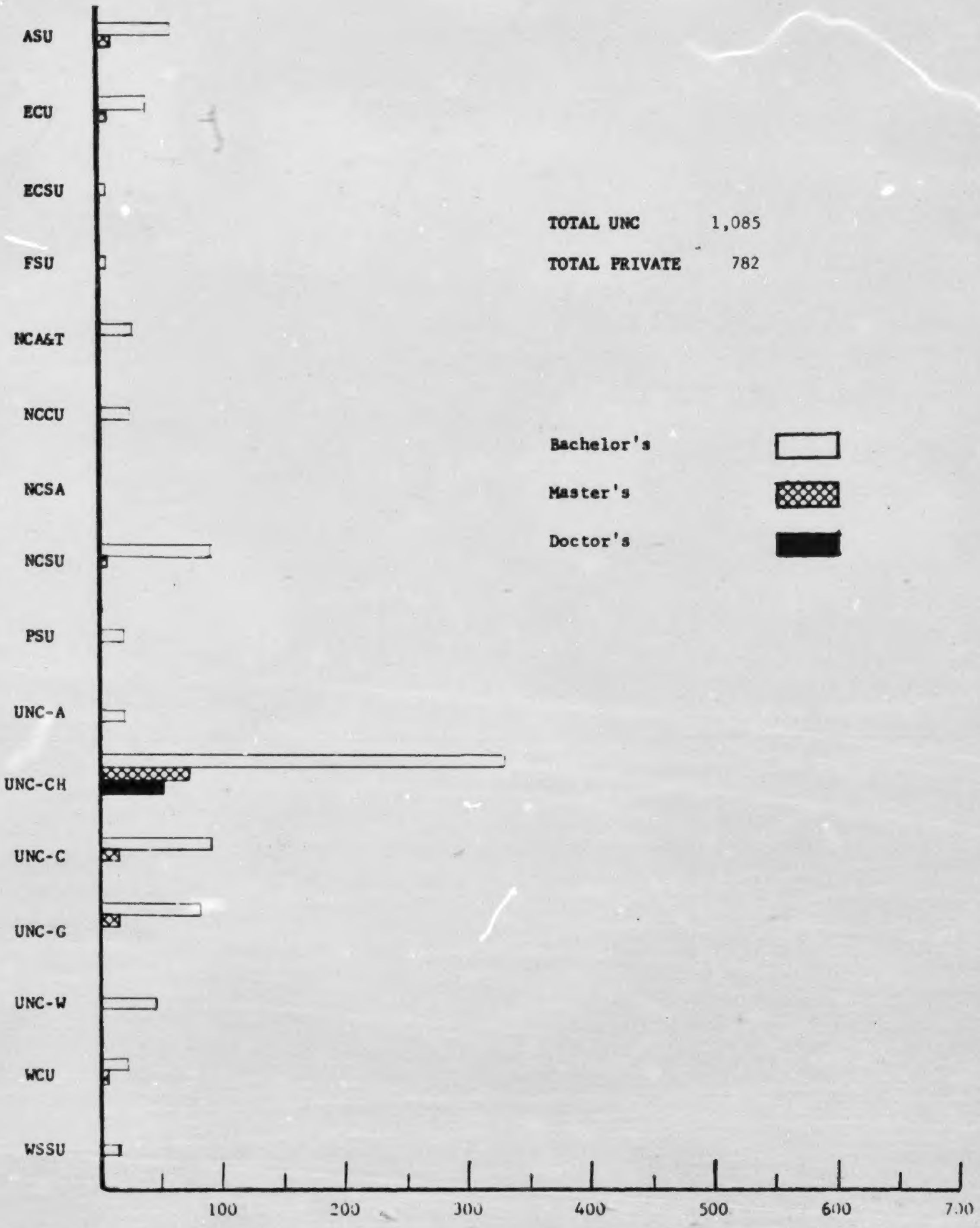


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-15

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

LETTERS



TOTAL UNC 1,085

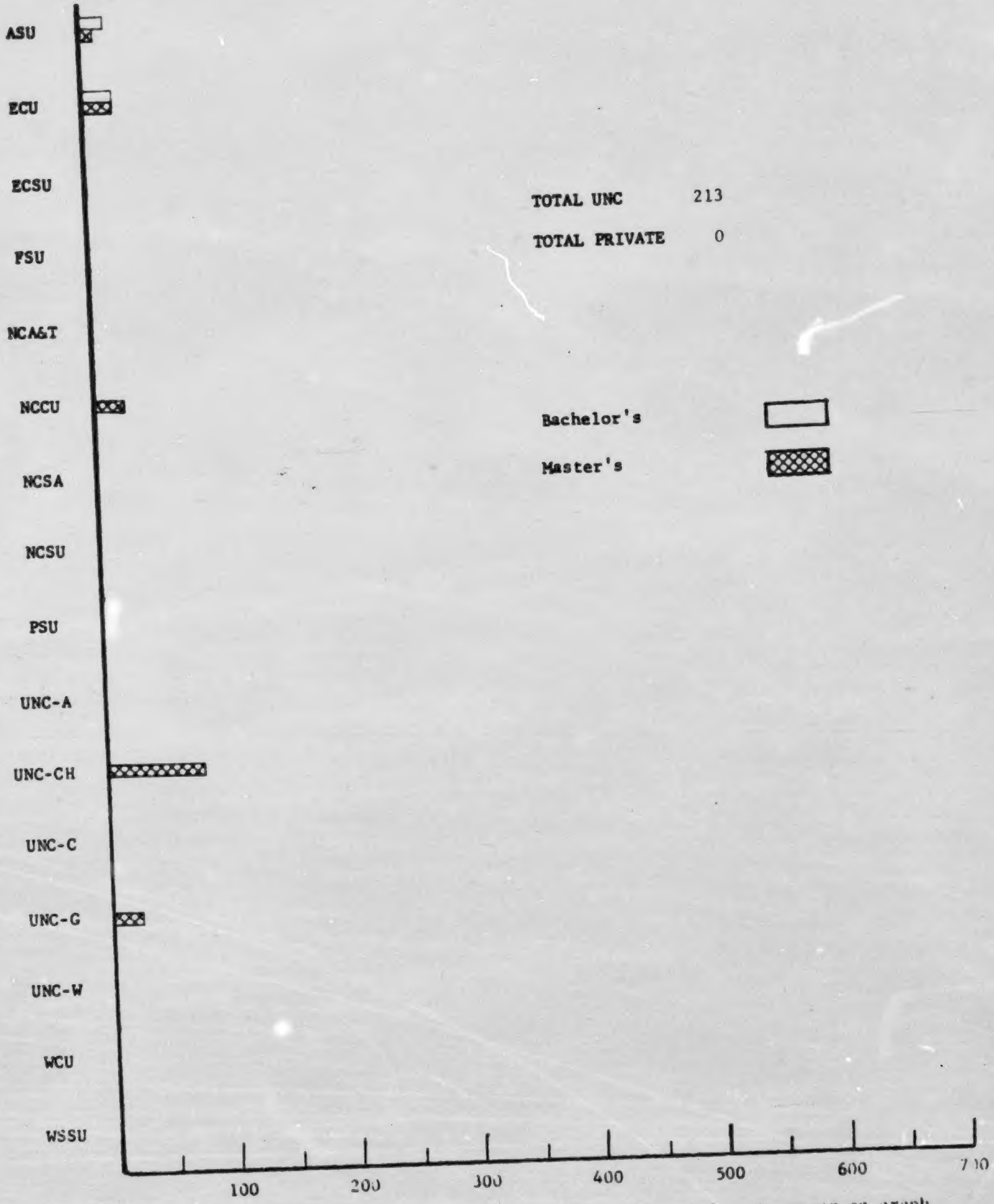
TOTAL PRIVATE 782

Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-16

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

LIBRARY SCIENCE

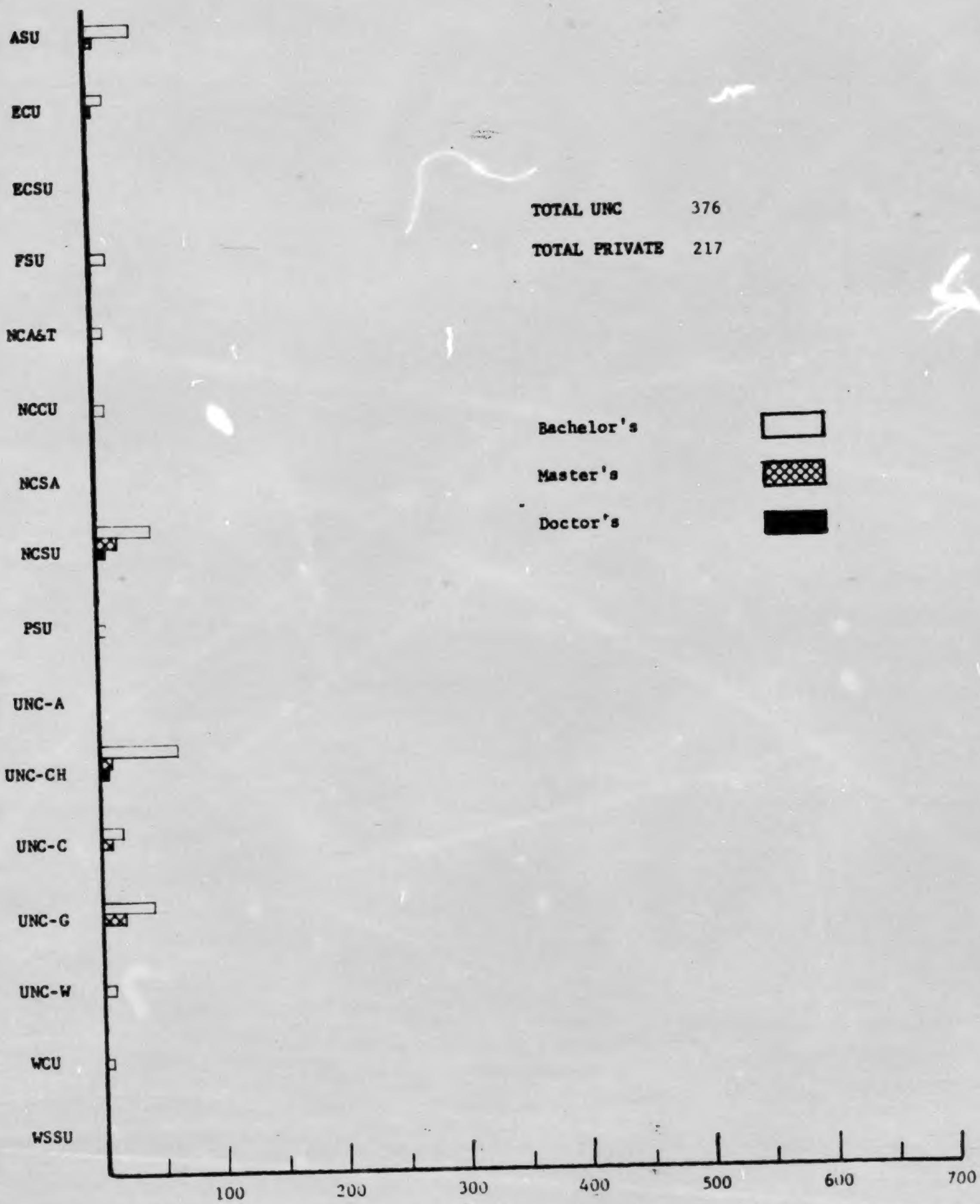


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-17

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

MATHEMATICS

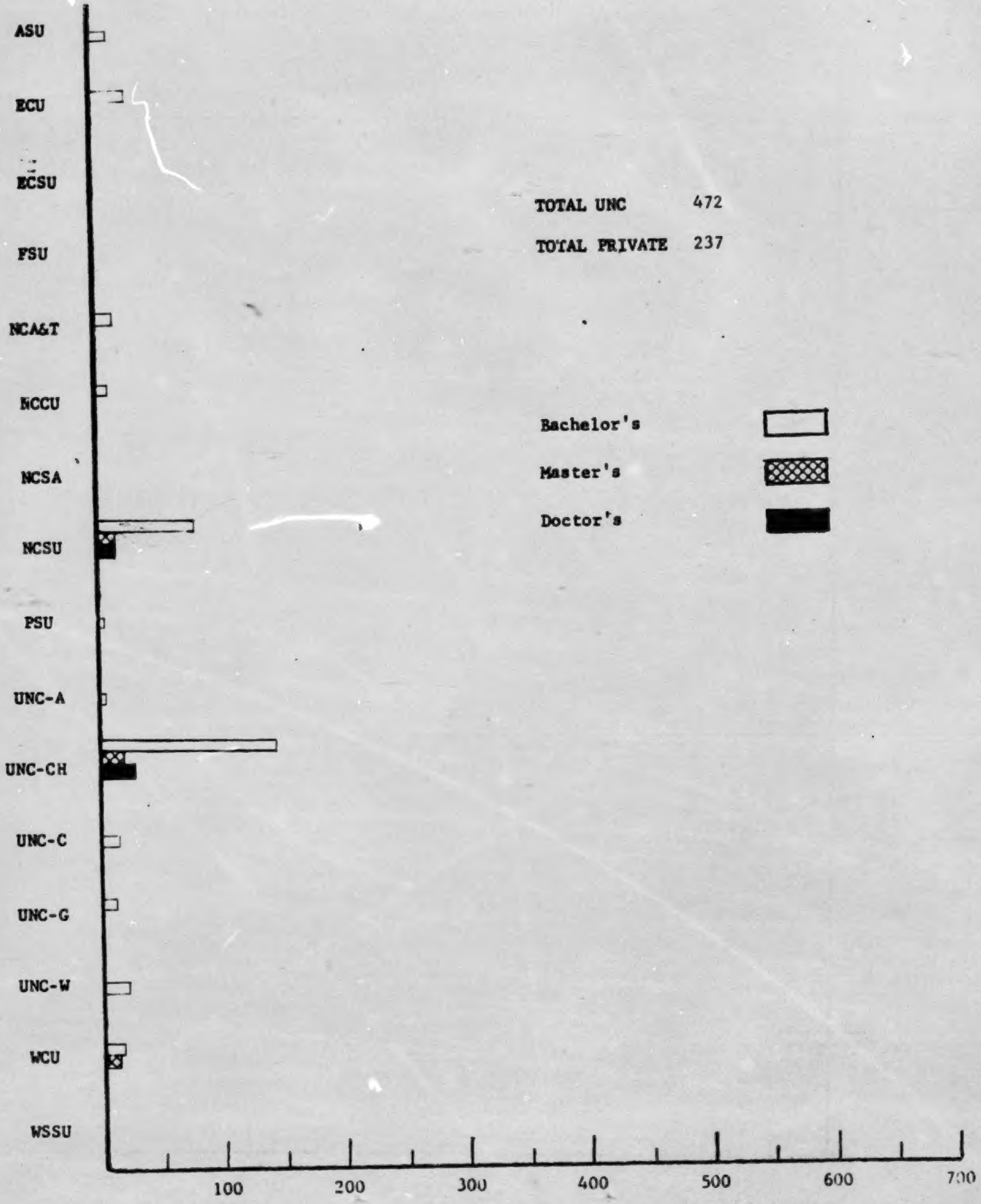


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-18

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

PHYSICAL SCIENCES

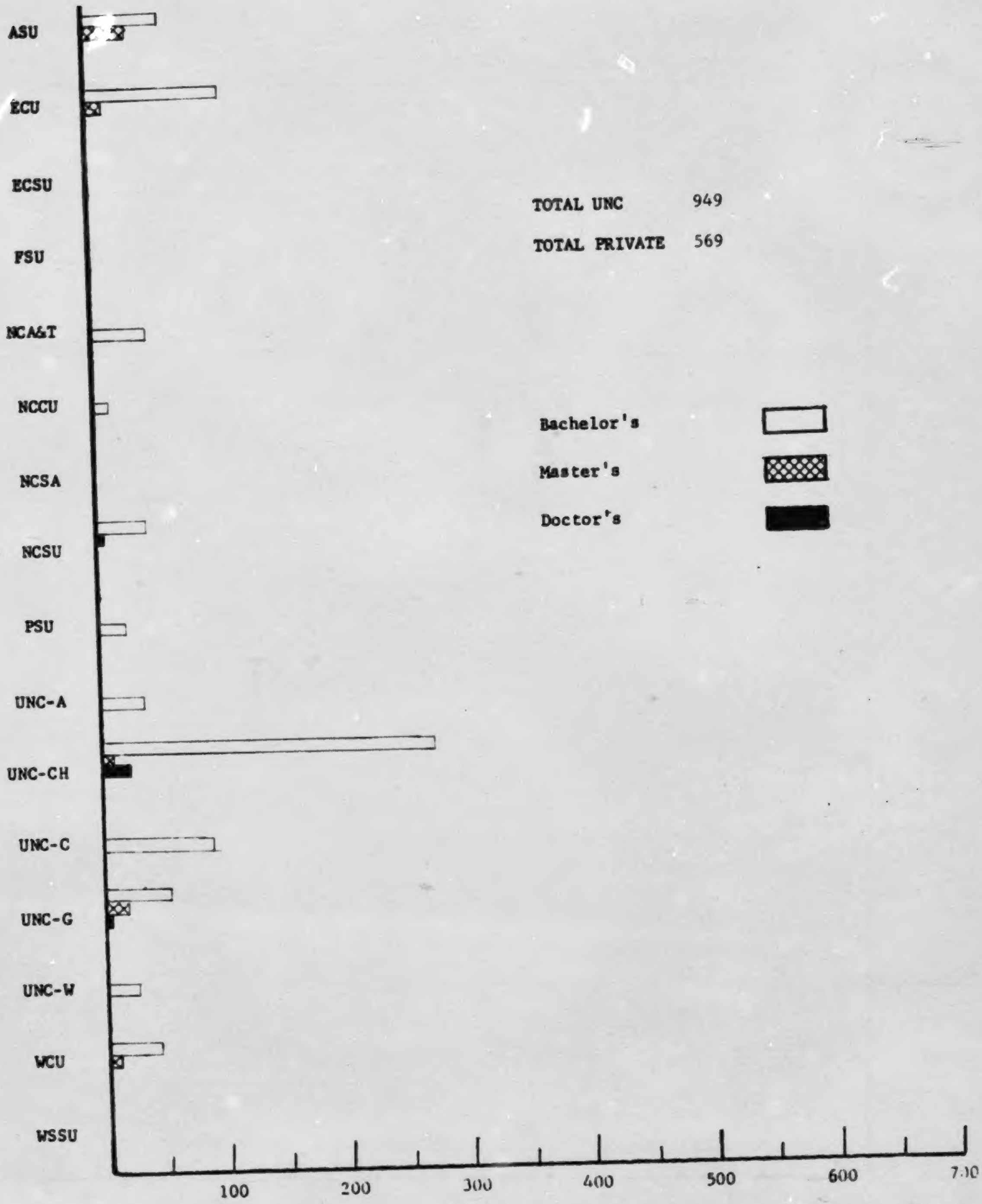


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-19

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

PSYCHOLOGY



TOTAL UNC 949

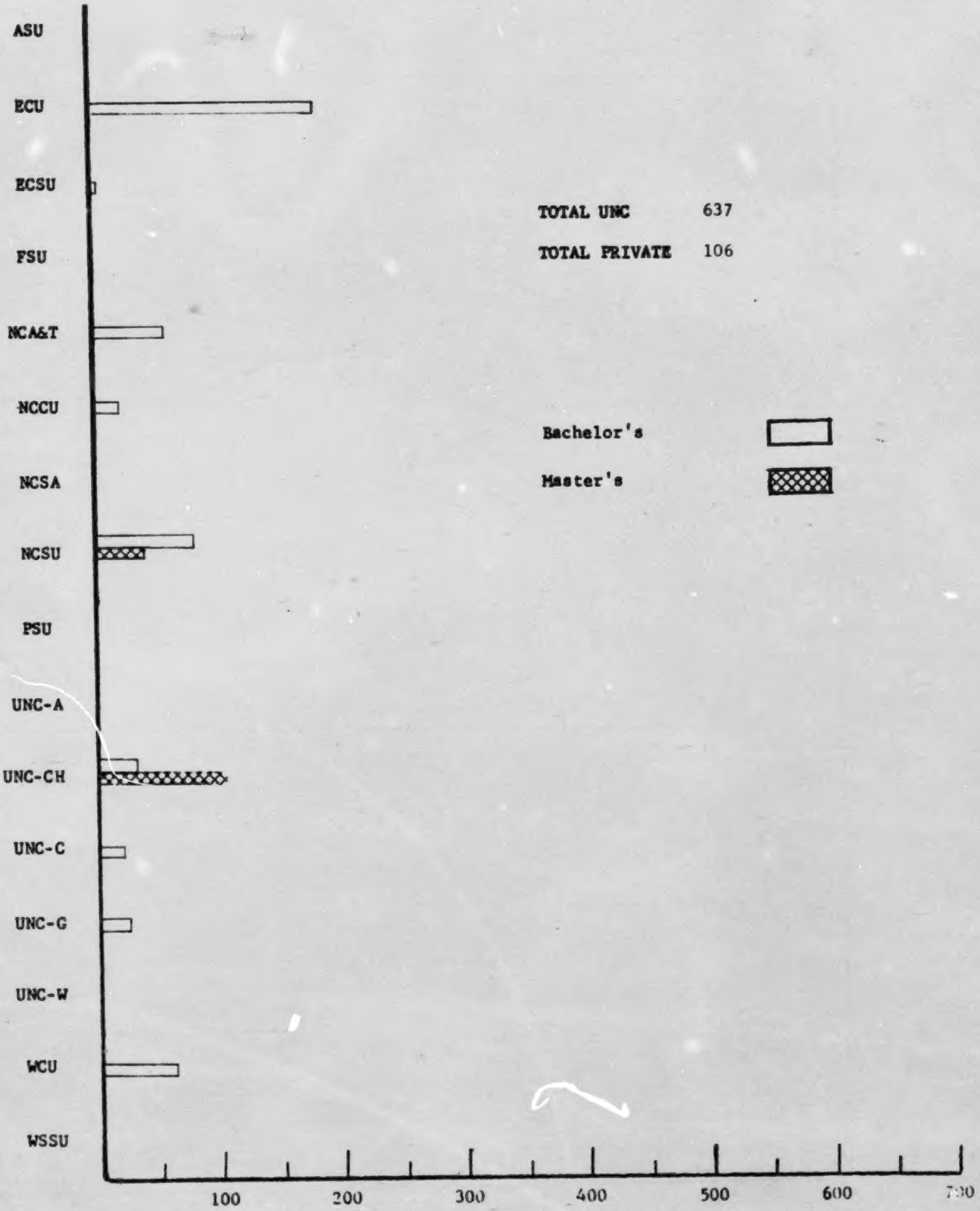
TOTAL PRIVATE 569

Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-20

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

PUBLIC AFFAIRS AND SERVICES

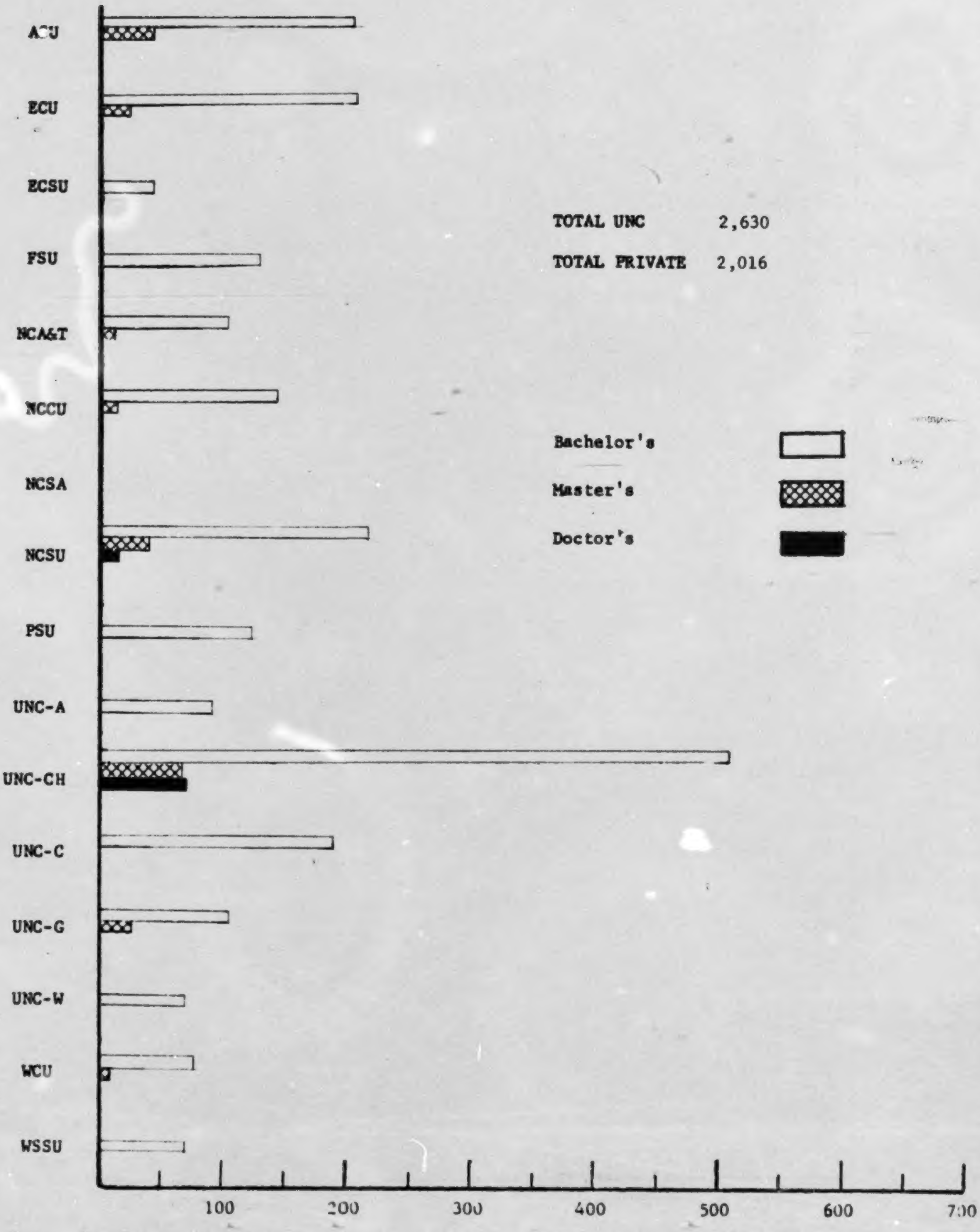


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-21

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

SOCIAL SCIENCES

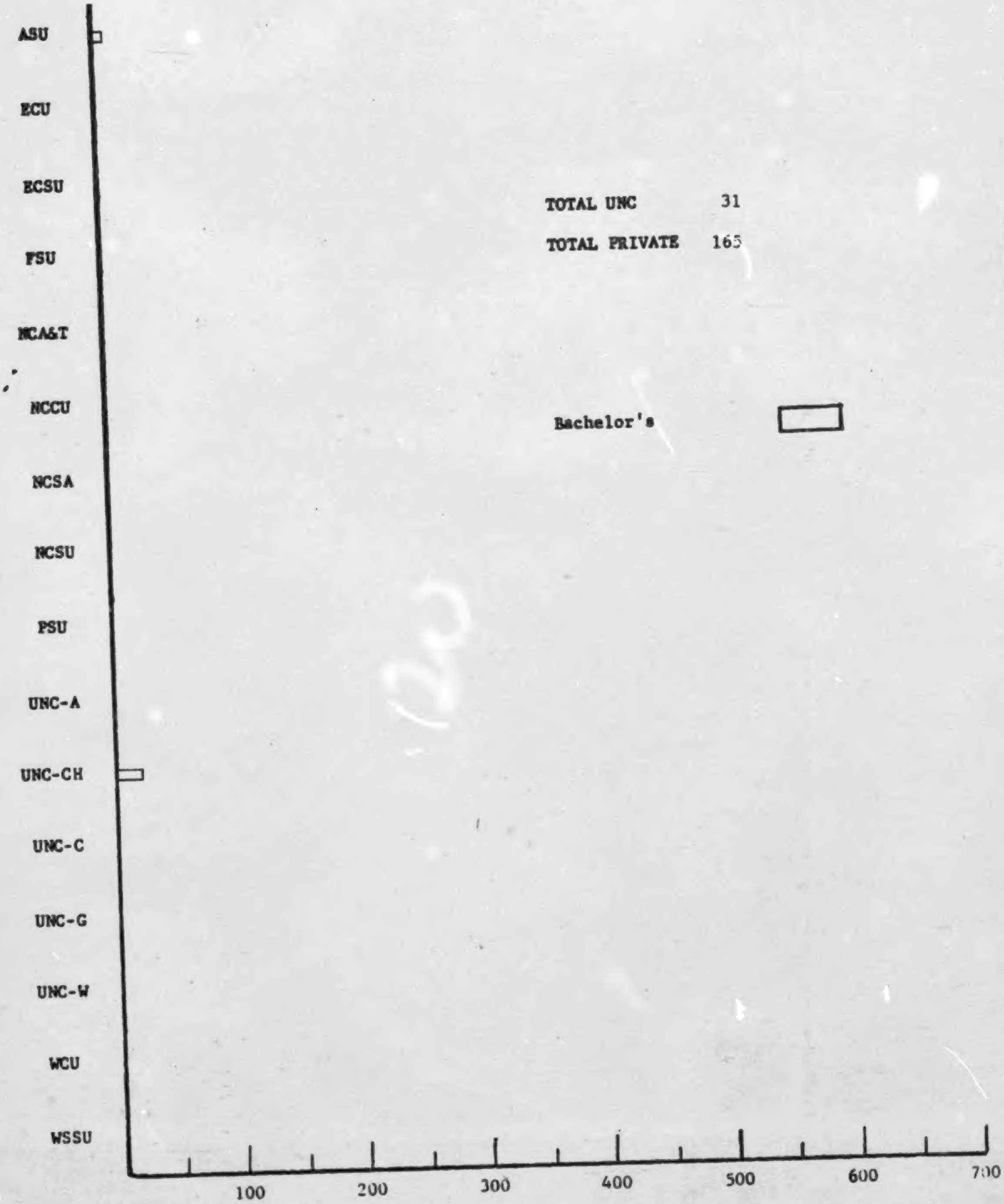


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-22

DEGREES CONFERRED BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1974-75

INTERDISCIPLINARY STUDIES



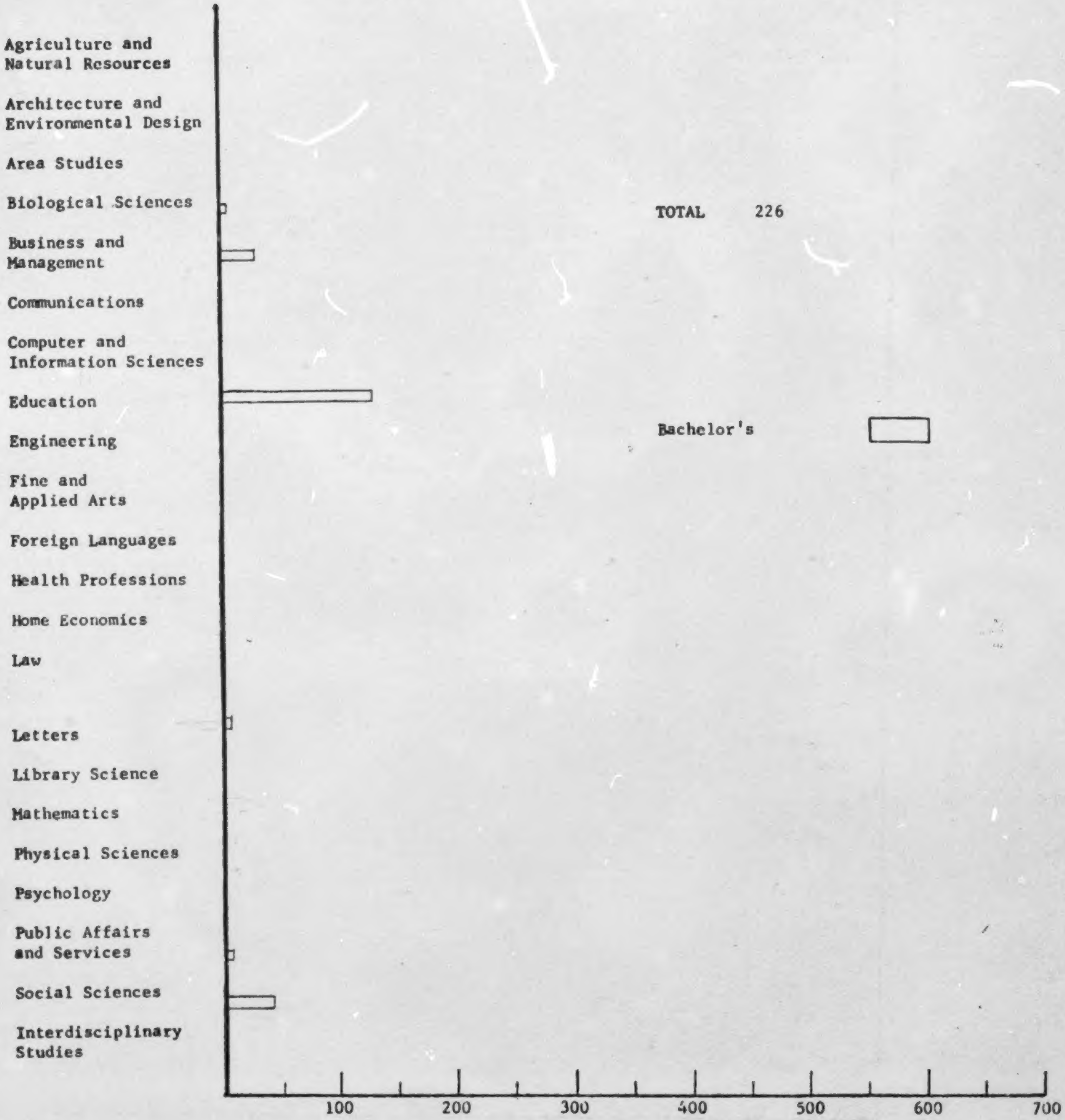
Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-23

688

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

ELIZABETH CITY STATE UNIVERSITY

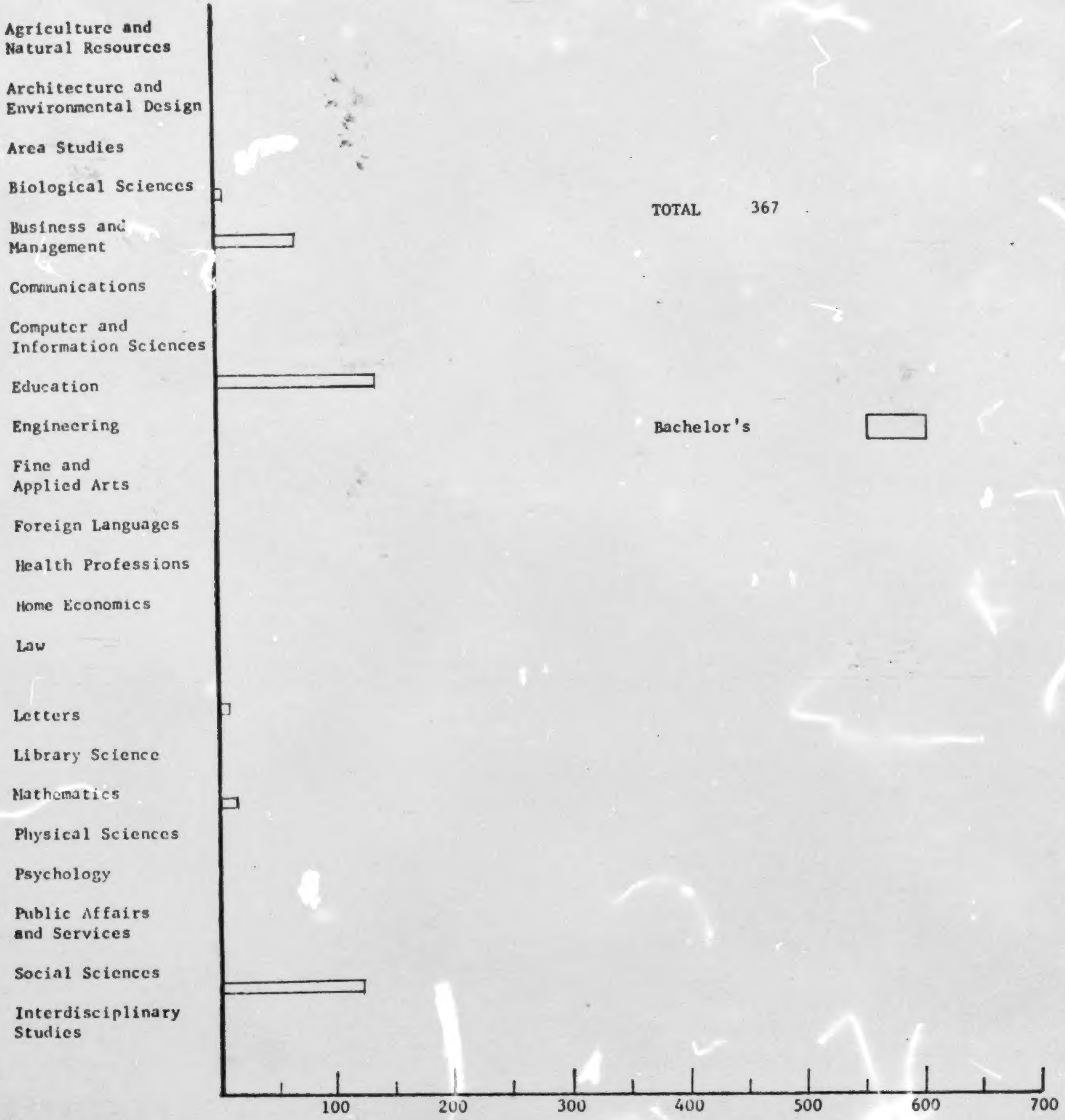


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-24

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

FAYETTEVILLE STATE UNIVERSITY

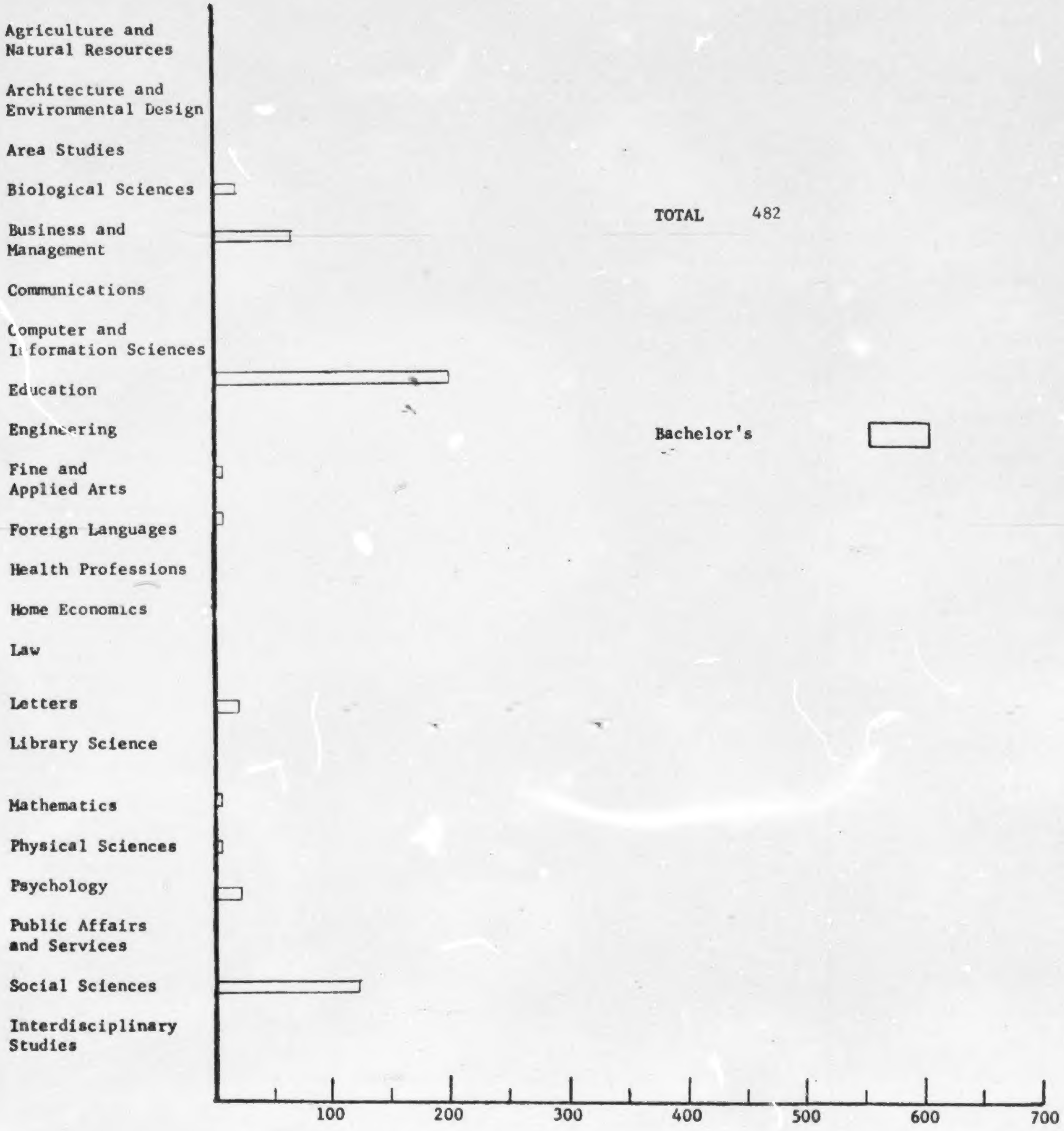


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-25

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

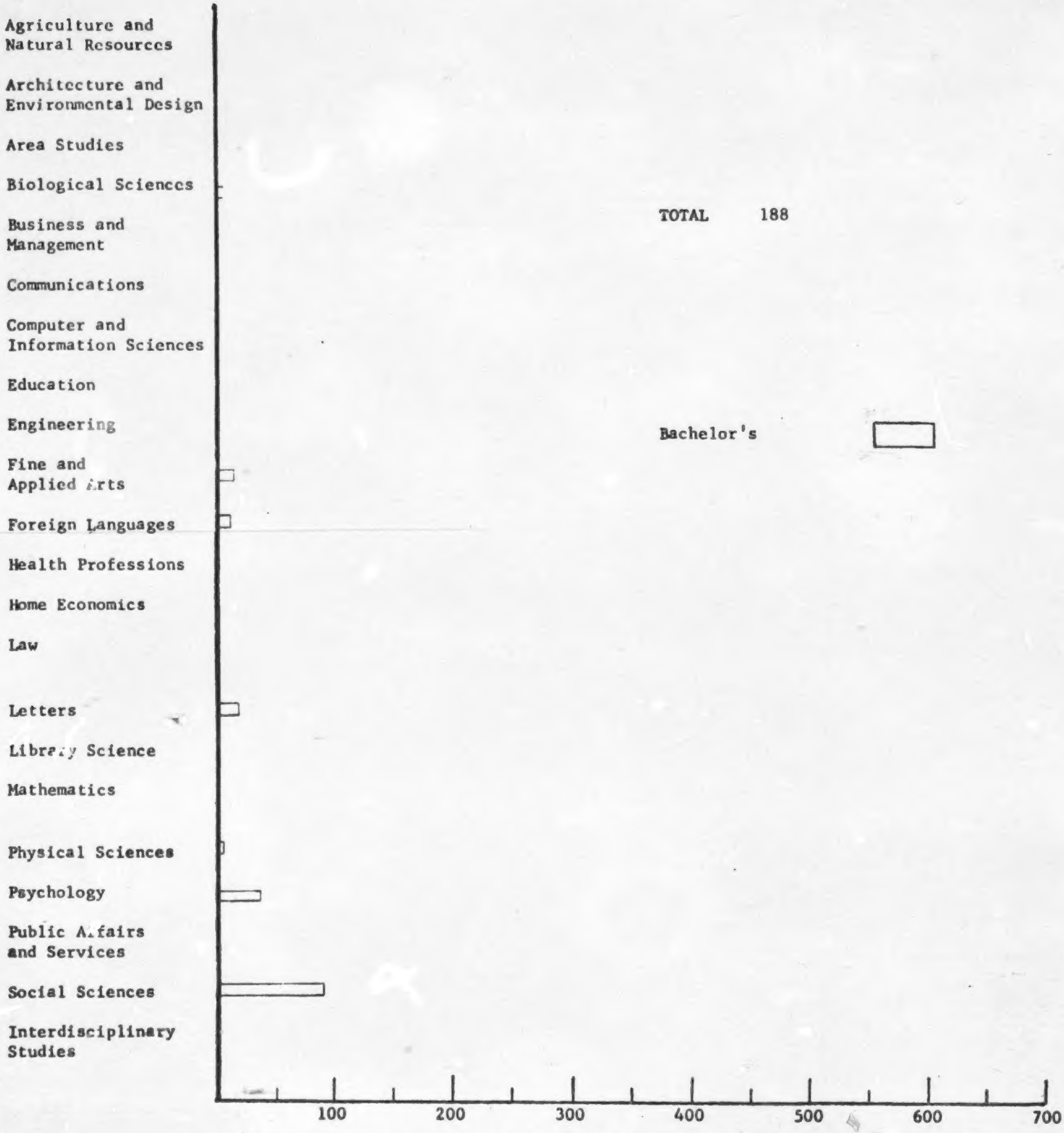
PEMBROKE STATE UNIVERSITY



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-26

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

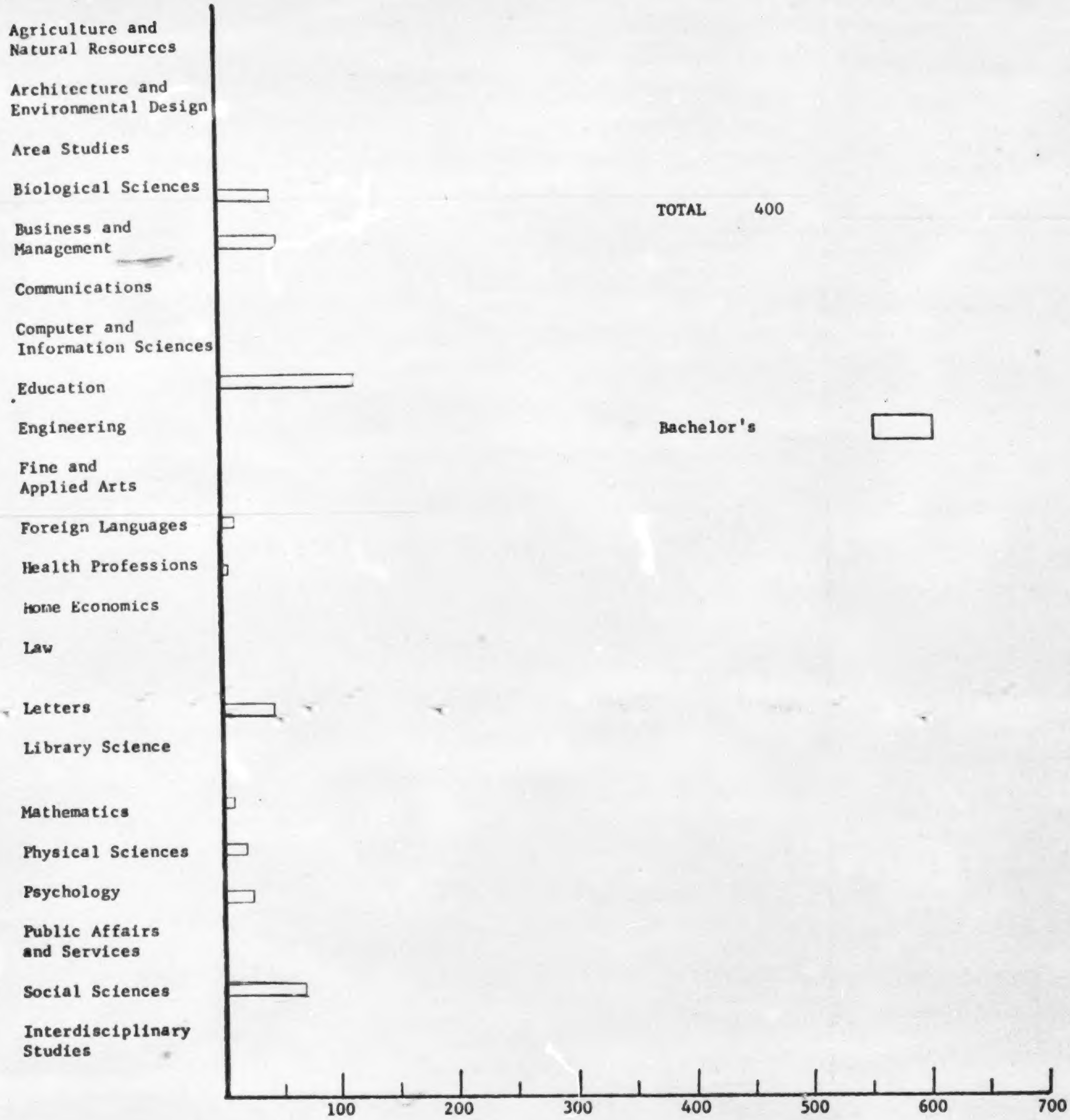


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-27

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

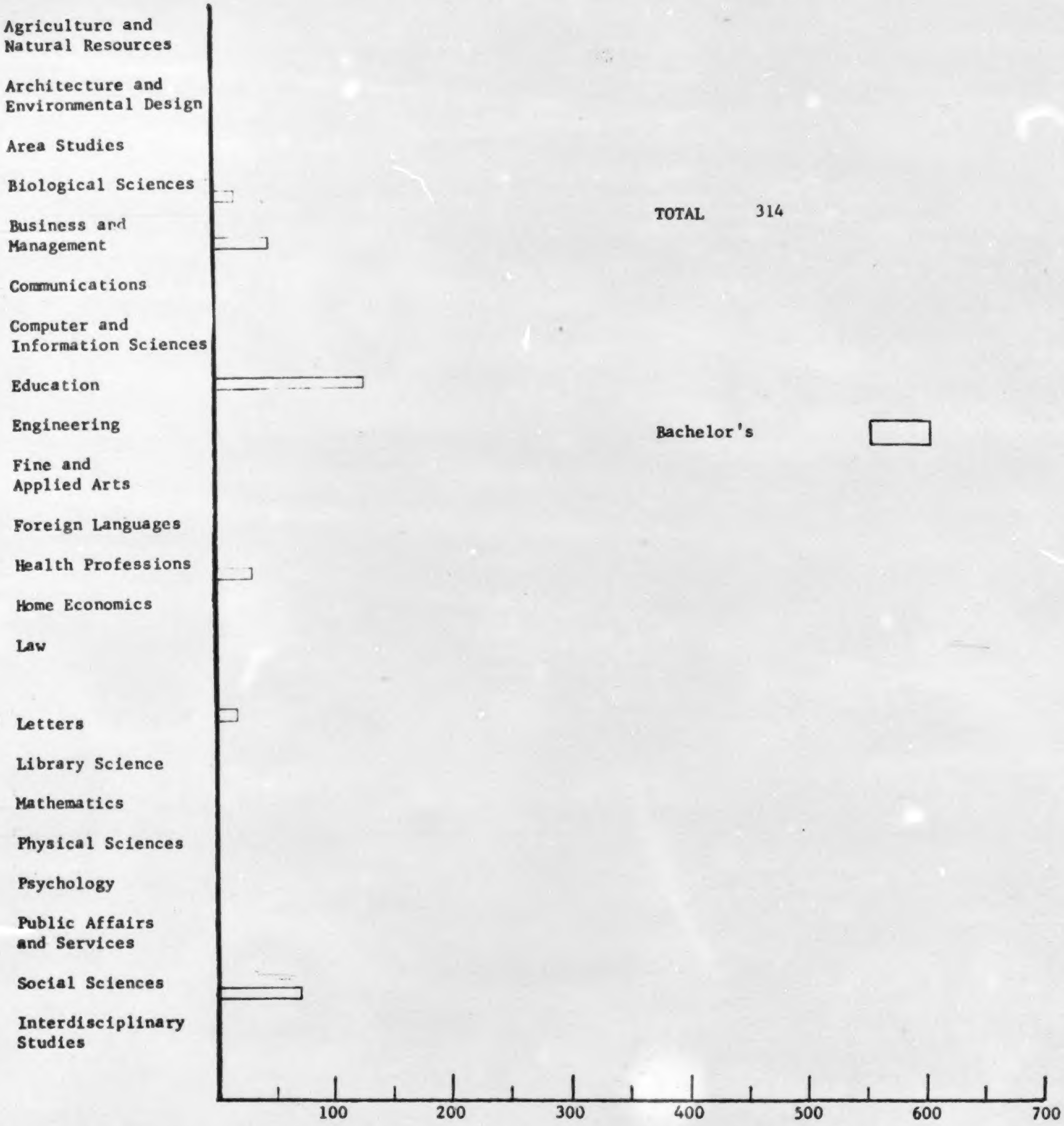


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-28

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

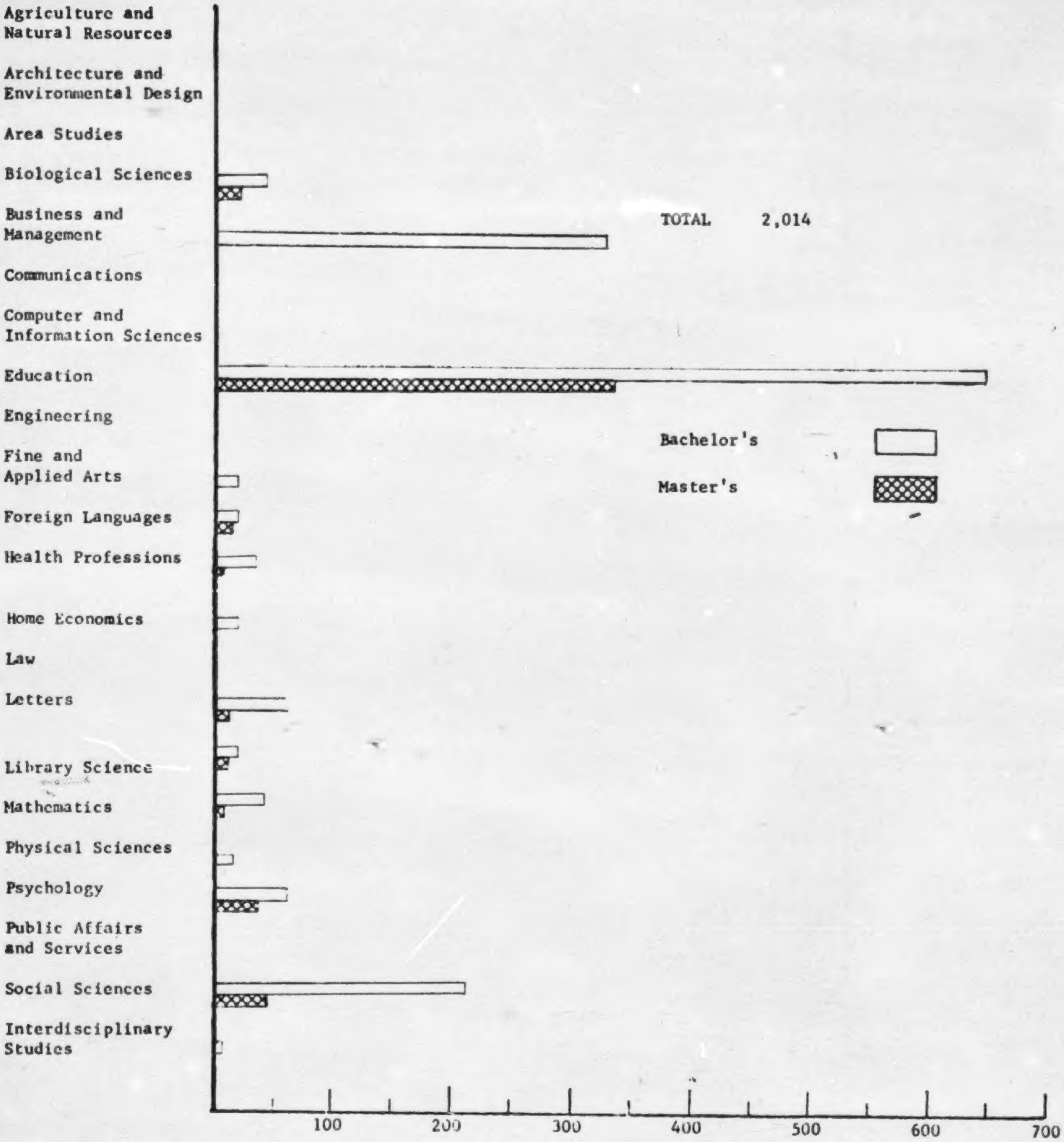
WINSTON-SALEM STATE UNIVERSITY



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-29

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975
APPALACHIAN STATE UNIVERSITY

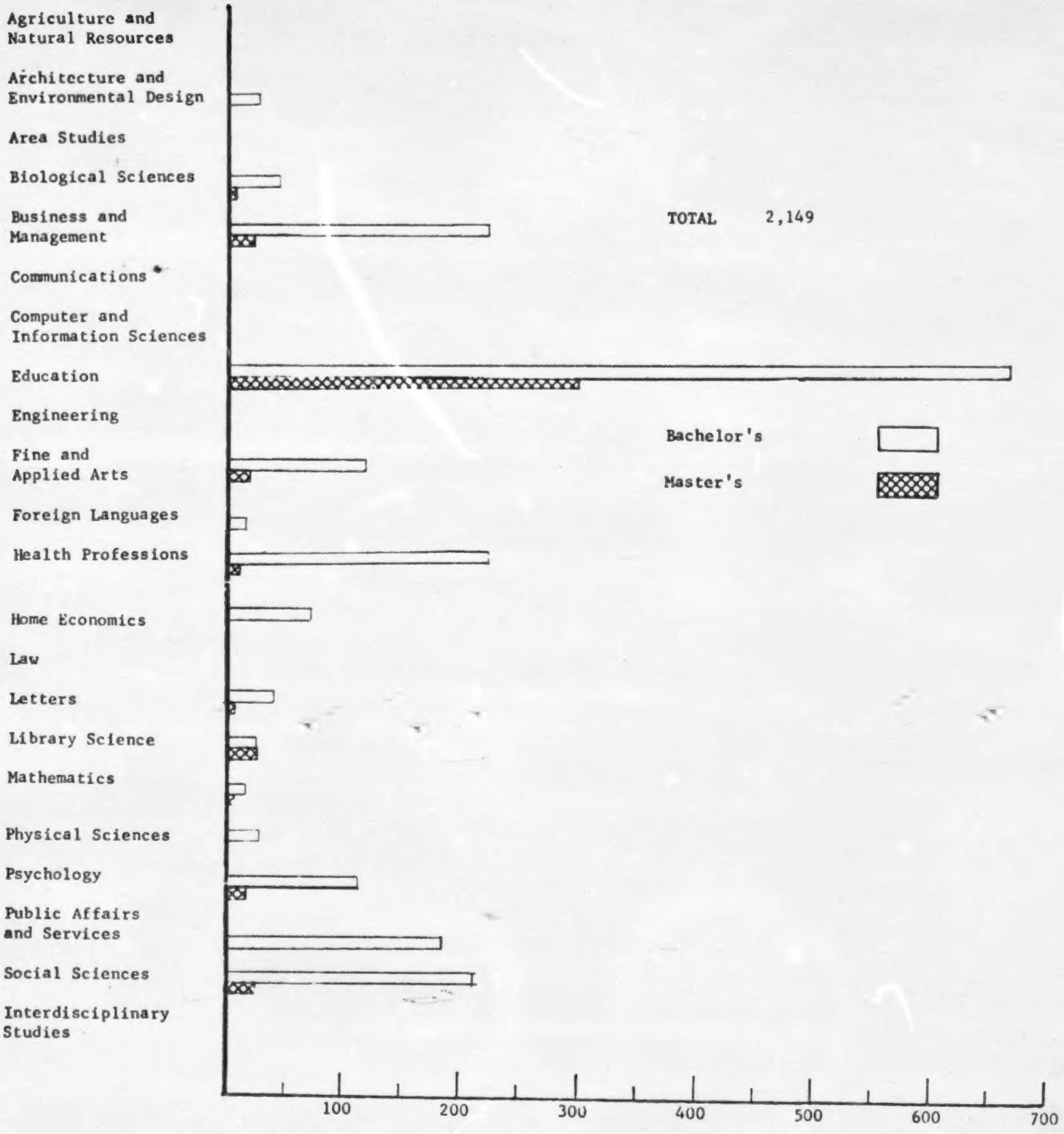


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-30

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

EAST CAROLINA UNIVERSITY

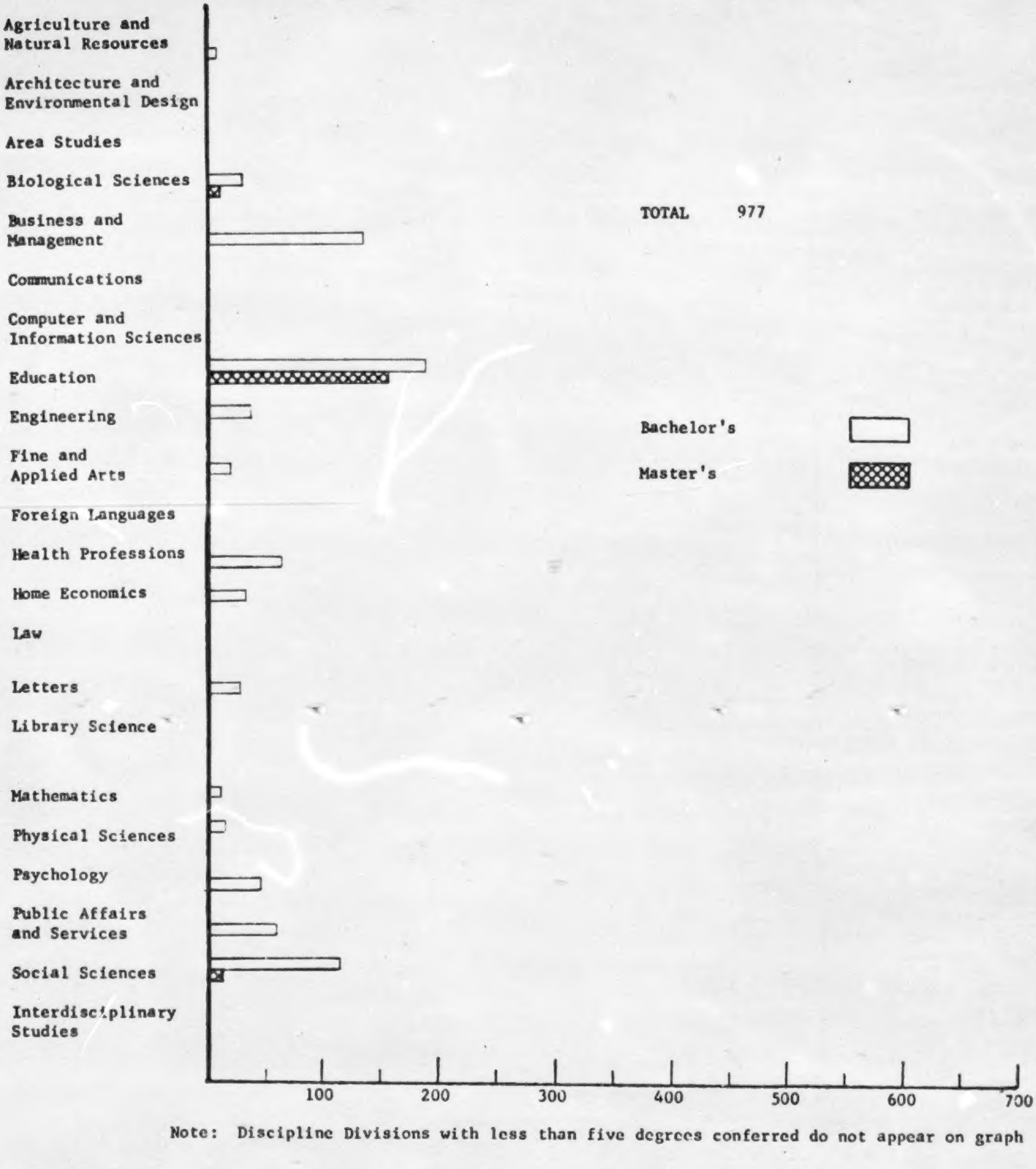


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-31

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

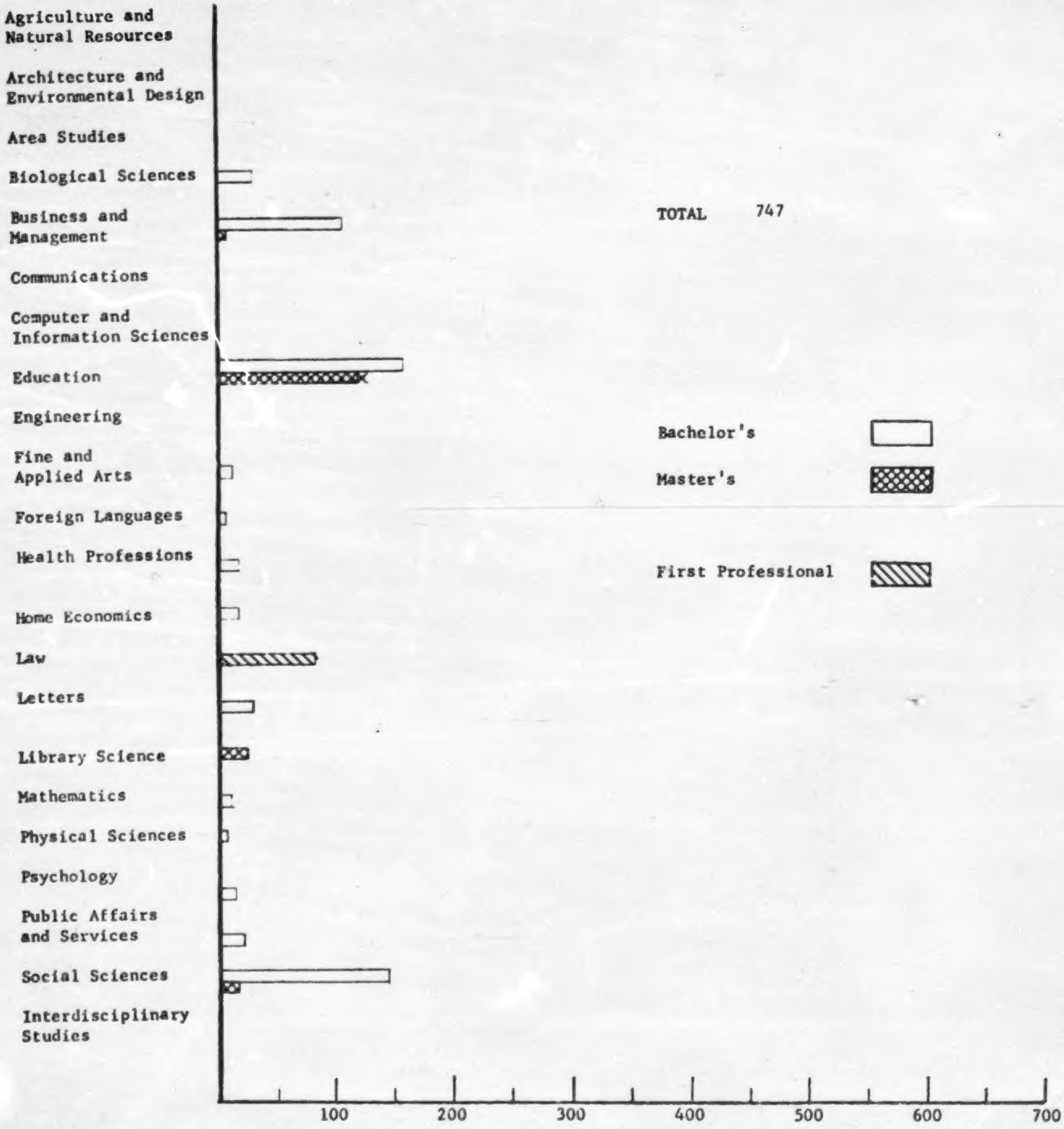
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-32

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975
NORTH CAROLINA CENTRAL UNIVERSITY

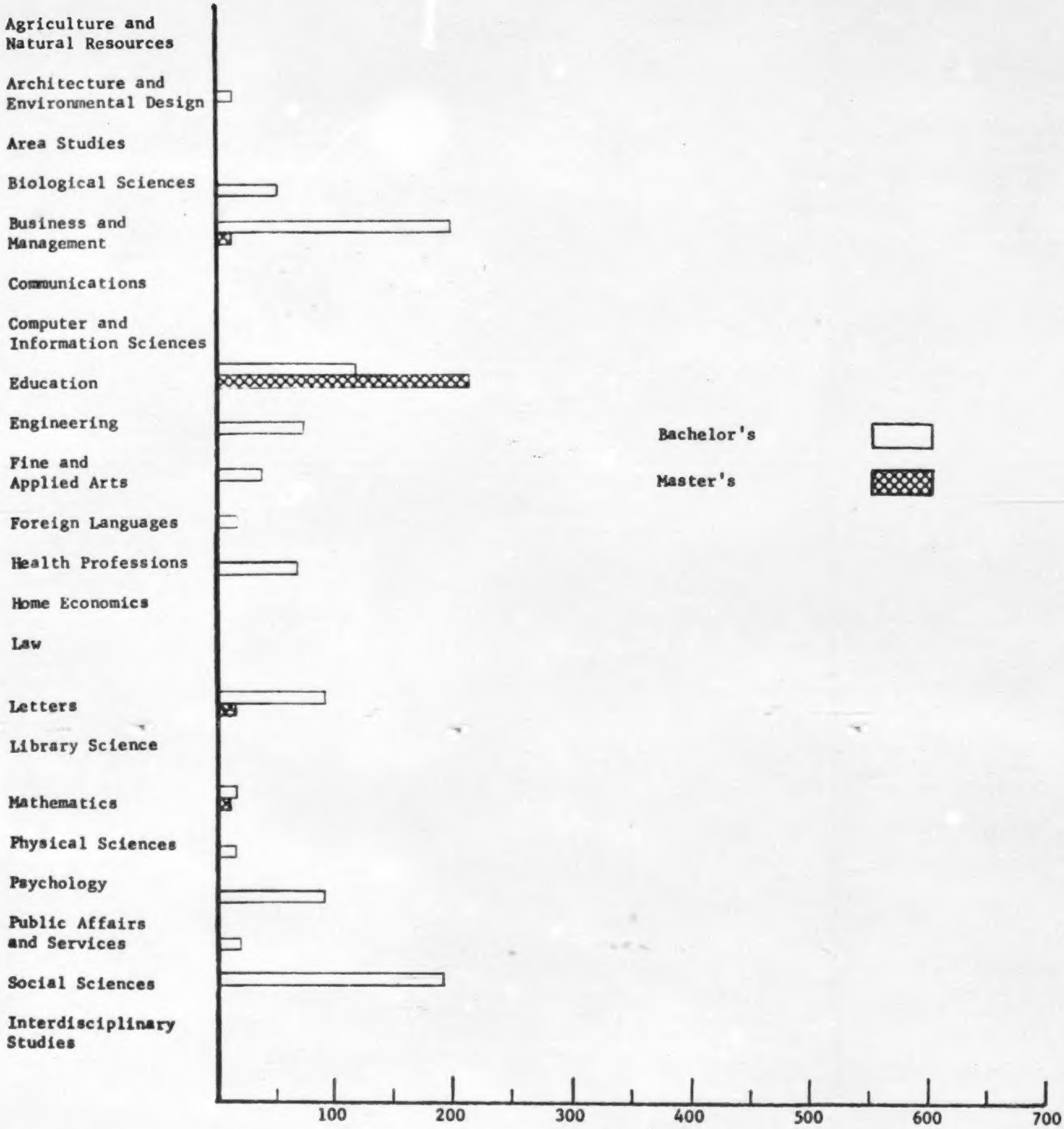


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-33

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

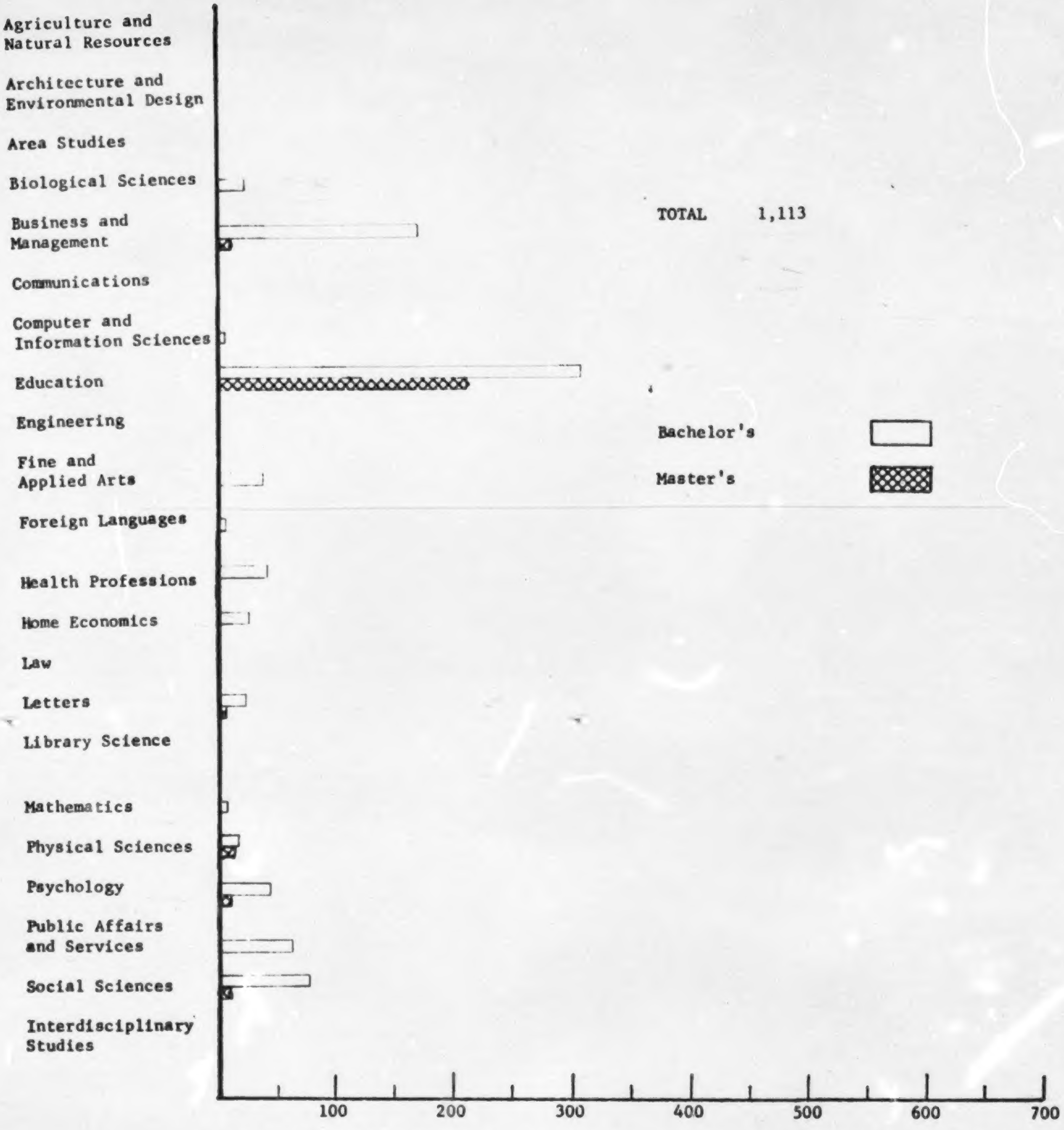


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-34

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

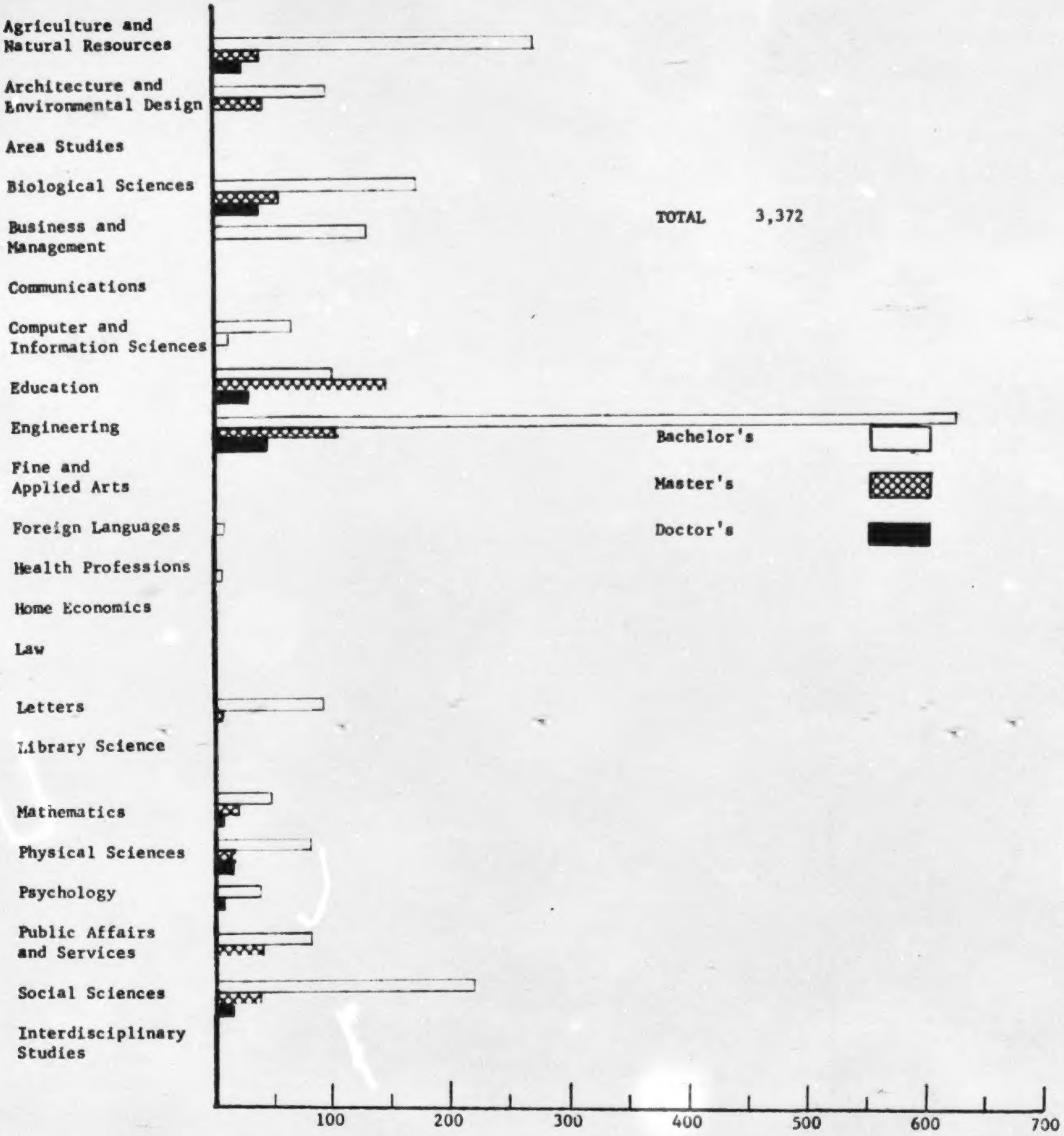
WESTERN CAROLINA UNIVERSITY



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-35

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975
NORTH CAROLINA STATE UNIVERSITY

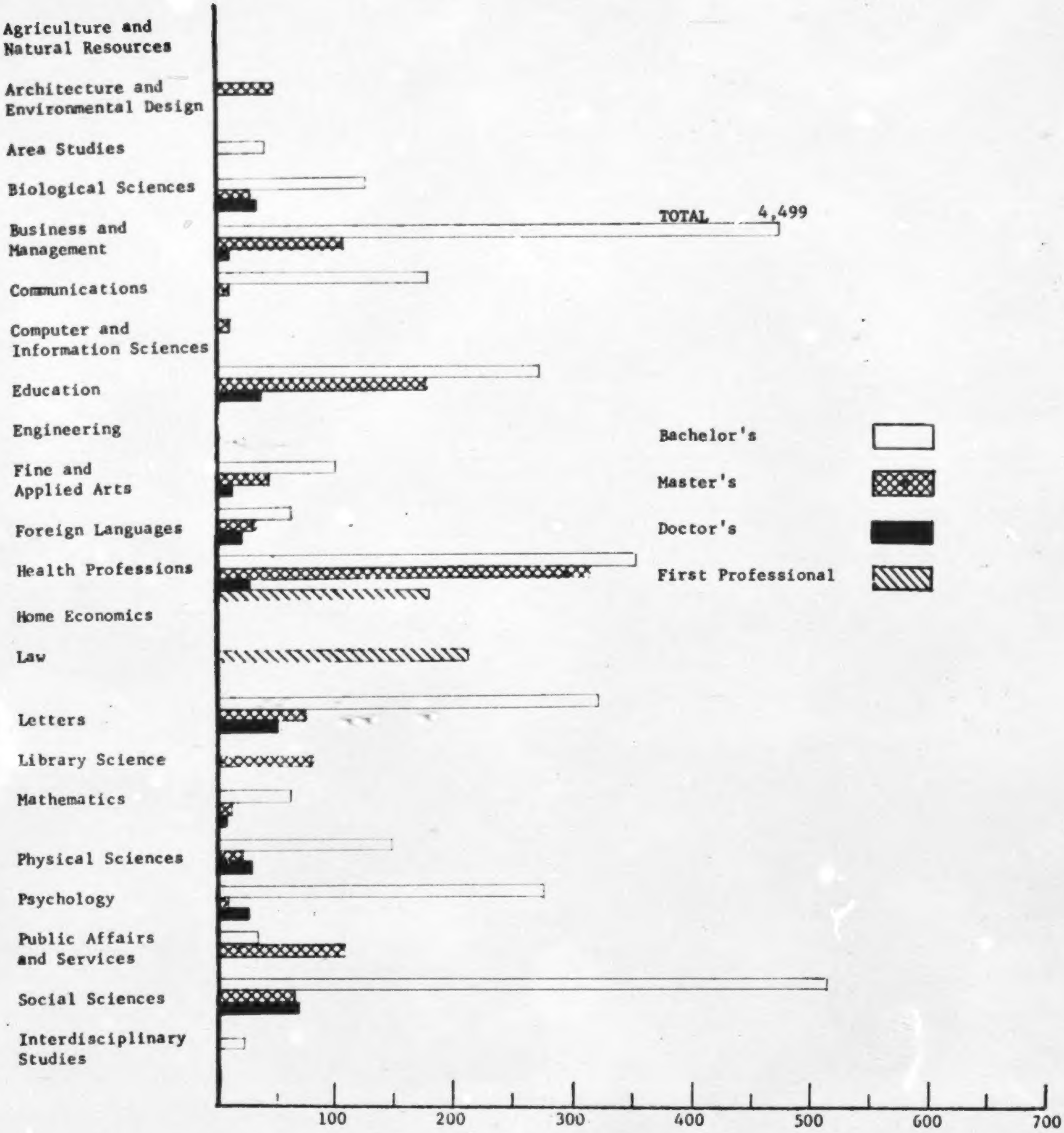


Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-36

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975

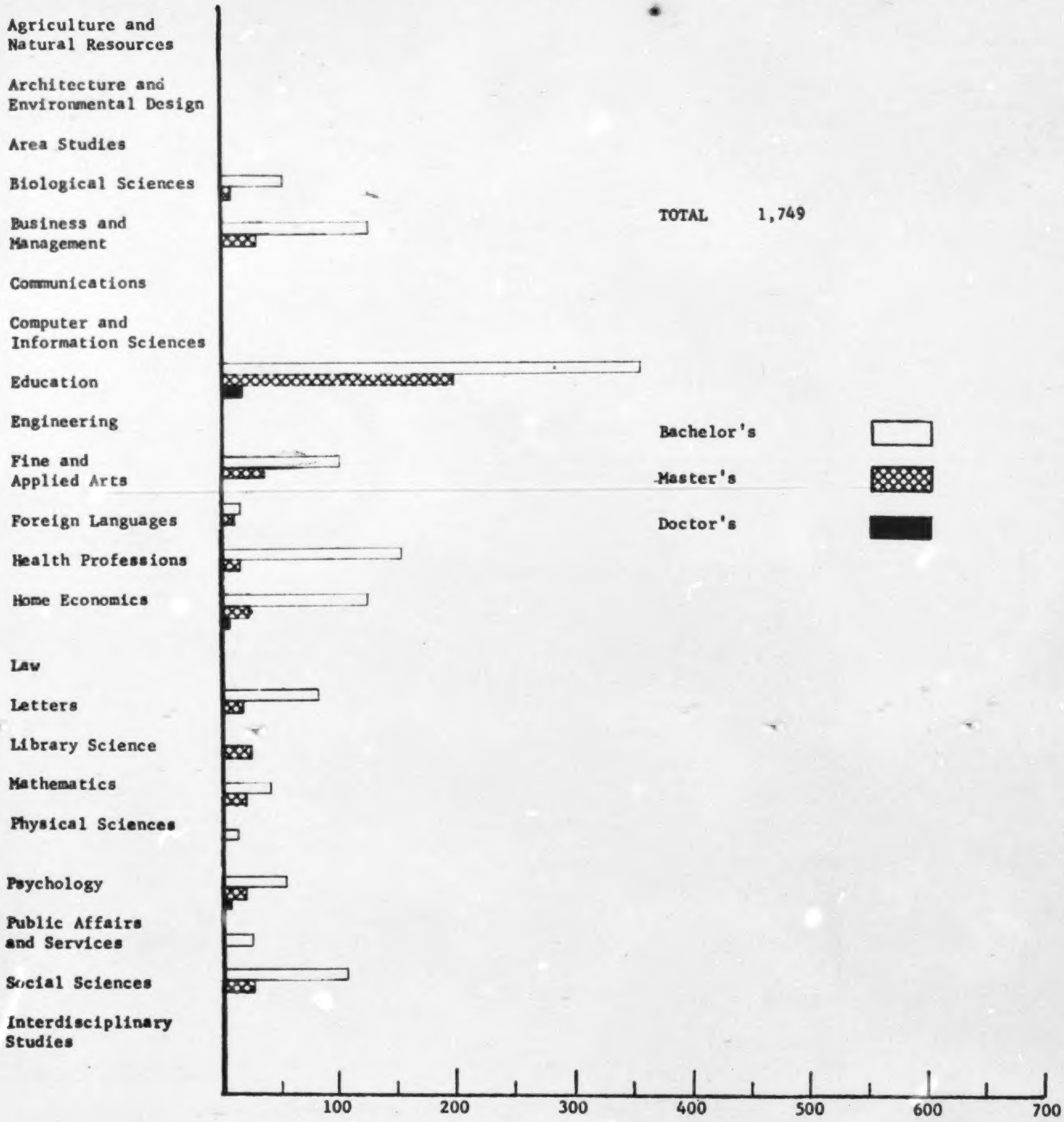
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-37

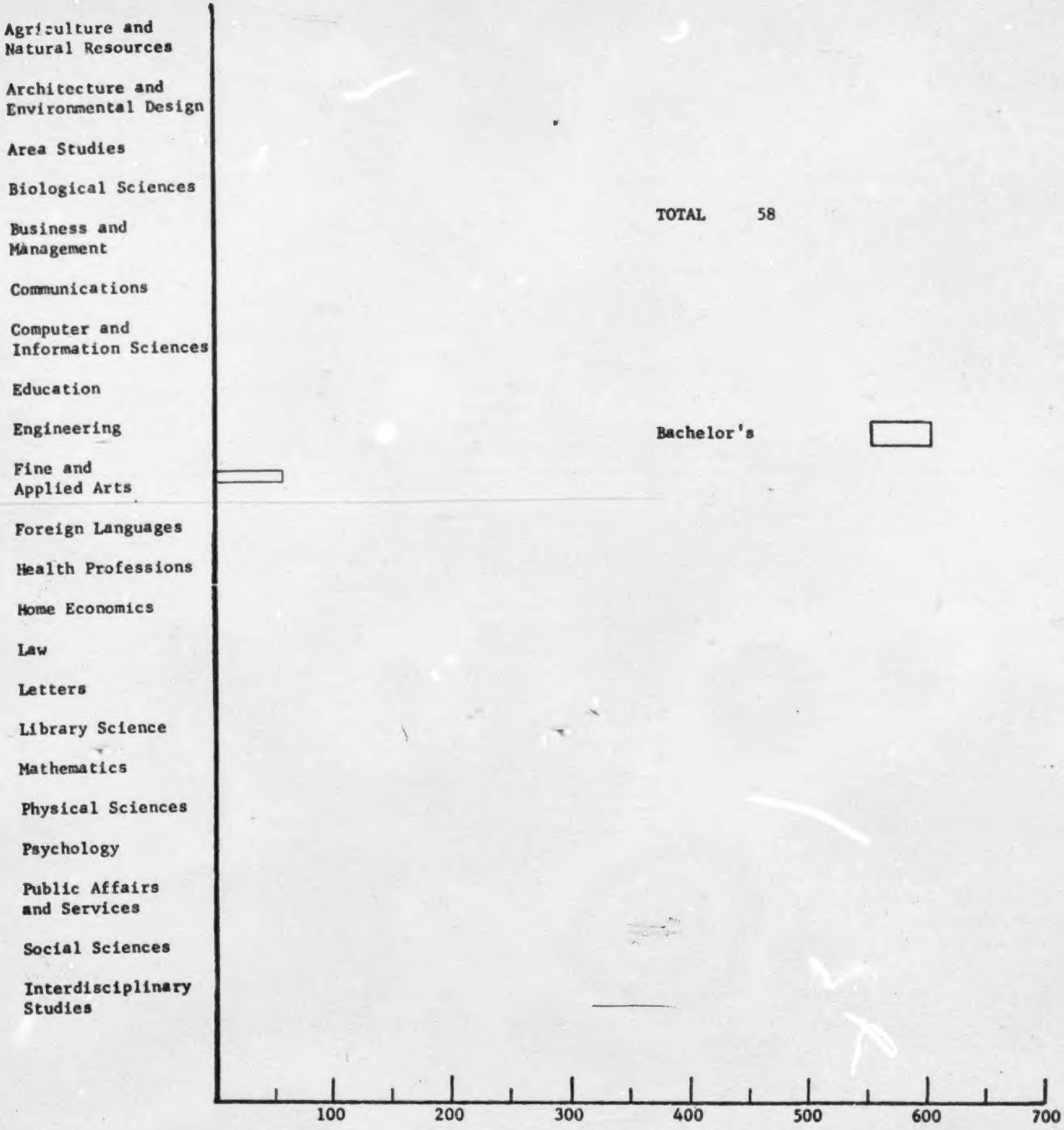
DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Figure A-V-38

DEGREES CONFERRED FROM JUNE 1, 1974 TO JULY 30, 1975
NORTH CAROLINA SCHOOL OF THE ARTS



Note: Discipline Divisions with less than five degrees conferred do not appear on graph

Table A-5-10

SUMMARY OF PROGRAMS APPROVED BY THE BOARD OF GOVERNORS
FOR CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA
BY PROGRAM AREA AND LEVEL
SINCE JULY 1, 1972**

Program Area	Degree Level*					
	B	M	P	I	D	T
Agriculture and Natural Resources	1					1
Architecture and Environmental Design	2					2
Area Studies	1					1
Biological Sciences		1				1
Business and Management	1					1
Communications						
Computer and Information Sciences						
Education	4					4
Engineering						
Fine and Applied Arts	2	1				4***
Foreign Languages	1					1
Health Professions	9					9
Home Economics						
Law						
Letters	4					4
Library Science						
Mathematics	1					1
Physical Sciences	3					3
Psychology	2	1				3
Public Affairs and Services . . .	2	1				3
Social Sciences	5					5
Interdisciplinary Studies	4					4
TOTAL	42	4				47

*Degree Level Codes
B - Bachelor's
M - Master's
P - Professional
I - Intermediate
D - Doctoral
T - Total

**Because of the moratorium on new instructional programs, the first of these programs were established April 11, 1974.

***includes a 5th year non-degree program at the North Carolina School of the Arts

Table A-5-11

SUMMARY OF PROGRAMS APPROVED BY THE BOARD OF GOVERNORS FOR CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL SINCE JULY 1, 1972***

Institution	Degree Level* B	M	P	I	D	T
Appalachian State University . . .	4					4
East Carolina University	5	1				6
Elizabeth City State University .	2					2
Fayetteville State University . .	2					2
North Carolina Agricultural and Technical State University . . .	2					2
North Carolina Central University	2					2
North Carolina School of the Arts						1**
North Carolina State University .	1	1				2
Pembroke State University	3					3
University of North Carolina at Asheville	1					1
University of North Carolina at Chapel Hill	7	1				8
University of North Carolina at Charlotte	2					2
University of North Carolina at Greensboro	3	1				4
University of North Carolina at Wilmington	1					1
Western Carolina University . . .	3					3
Winston-Salem State University . .	4					4
TOTAL	42	4				47

*Degree Level Codes

B - Bachelor's	P - Professional	D - Doctoral
M - Master's	I - Intermediate	T - Total

**authorized a 5th year non-degree program

***Because of the moratorium on new instructional programs, the first of these programs were established April 11, 1974.

Table A-5-12

INVENTORY OF PROGRAMS OFFERED BELOW THE BACCALAUREATE LEVEL

INSTITUTION	PROGRAM	AWARDED FOR COMPLETION
Elizabeth City	Secretarial Science	Certificate*
Fayetteville	Art	Associate Arts**
Fayetteville	Biology Concentration	Associate Arts**
Fayetteville	Business Administration	Associate Arts**
Fayetteville	Chemistry Concentration	Associate Arts**
Fayetteville	Communicative Arts (English)	Associate Arts**
Fayetteville	Early Childhood Education	Associate Arts**
Fayetteville	Economics	Associate Arts**
Fayetteville	French	Associate Arts**
Fayetteville	General Education	Associate Arts**
Fayetteville	General Education for Prospective Biology Majors	Associate Arts**
Fayetteville	General Education for Prospective Chemistry Majors	Associate Arts**
Fayetteville	General Mathematics	Associate Arts**
Fayetteville	Geography	Associate Arts**
Fayetteville	History	Associate Arts**
Fayetteville	Intermediate Education	Associate Arts**
Fayetteville	Mathematics - Computer Science	Associate Arts**
Fayetteville	Music	Associate Arts**
Fayetteville	Political Science	Associate Arts**
Fayetteville	Recreation	Associate Arts**
Fayetteville	Secretarial Science	Associate Arts**
Fayetteville	Sociology	Associate Arts**
Fayetteville	Spanish	Associate Arts**
N.C. A and T	Community Mental Health	Associate Arts
N.C. A and T	Industrial Technologies	Assoc. in Science
N.C. State University	Agricultural Equipment Technology	Assoc. in Applied Agric.
N.C. State University	Agricultural Pest Control	Assoc. in Applied Agric.
N.C. State University	Field Crops Technology	Assoc. in Applied Agric.
N.C. State University	Flower and Nursery Crops Technology	Assoc. in Applied Agric.
N.C. State University	Food Processing, Distribution and Service	Assoc. in Applied Agric.
N.C. State University	General Agriculture	Assoc. in Applied Agric.
N.C. State University	Livestock Management and Technology Animal Husbandry Option Dairy Husbandry Option	Assoc. in Applied Agric.
N.C. State University	Soil Management	Assoc. in Applied Agric.
N.C. State University	Turfgrass Management	Assoc. in Applied Agric.
UNC-Chapel Hill	Dental Hygiene (1 & 2 yr. pro.)	Certificate*
UNC-Chapel Hill	Radiological Technology	Certificate*
UNC-Chapel Hill	Surgeon's Asst. Type B	Certificate*
UNC-Chapel Hill	Cytotechnology	Certificate*
UNC-Chapel Hill	Radiation Therapy	Certificate*
UNC-Chapel Hill	Nuclear Medicine Technology	Certificate*
UNC-Chapel Hill	Histopathology	Certificate*
UNC-Chapel Hill	Electron Microscopy	Certificate*
UNC-Chapel Hill	Family Nurse Practioner	Certificate*
UNC-Chapel Hill	Dental Assisting Program	Certificate*
UNC-Wilmington	Nursing	Associate Arts

---

* Program is more than one year but less than two years.

**Offered at Fort Bragg Center.

Appendix A-6-1

DEGREE PROGRAM DEVELOPMENT PROCEDURES

Pursuant to the statutory obligation of the Board of Governors to "determine the functions, educational activities and academic programs of the constituent institutions" [G.S. 116-11(3)], the following procedures for instructional program development are established. Interim procedures approved by the Committee on Educational Planning, Policies, and Programs of the Board of Governors and published on January 29, 1974, as a part of Administrative Memorandum Number 27, the formats for submission of undergraduate and graduate program proposals, and the substantive and procedural changes directed by the Board of Governors in the Long-Range Plan are the basis for these procedures.

A. Definitions

1. Degree Levels

Academic degree programs in the 16 constituent institutions of The University of North Carolina are offered at the following levels:

Bachelor's degrees, usually requiring four years of study beyond high school;

Master's degrees, usually requiring one to two years of study beyond the bachelor's (although in some professional fields the master's is taken only after completion of the first professional degree);

Intermediate or specialist degrees and certificates, which are professional programs designed for school teachers and administrators, usually requiring one year of study beyond the master's;

First professional degrees in law, dentistry, and medicine (J.D., D.D.S., and M.D., respectively), usually requiring a bachelor's degree for admission to the program and then requiring three or four years of advanced professional study and training; and

Doctoral degrees (the Ph.D., Ed.D., and D.P.H.), for which the bachelor's degree and often the master's will be prerequisite and usually requiring three or four years of study beyond the bachelor's.

2. Degree Program Classification

The University utilizes, with some necessary modifications, the program classification system used by the U. S. Office of Education in its Higher Education General Information Survey (HEGIS). This HEGIS classification system (or "taxonomy" as its authors refer to it) is in common usage in various reports that all institutions of higher education routinely must prepare. Its use, therefore, permits the development of standard definitions across institutions. Further, since it is the system which must be used in the preparation of reports required by various federal agencies, its utilization in instructional program planning in The University will eliminate any need to maintain duplicative reporting systems with the attendant burden of such an arrangement.

The HEGIS system classifies all programs of study first into twenty-four major Discipline Divisions. These are:

1. Agriculture and Natural Resources
2. Architecture and Environmental Design
3. Area Studies
4. Biological Sciences
5. Business and Management
6. Communications
7. Computer and Information Sciences
8. Education
9. Engineering
10. Fine and Applied Arts
11. Foreign Languages
12. Health Professions
13. Home Economics
14. Law
15. Letters
16. Library Science
17. Mathematics
18. Military Science
19. Physical Sciences
20. Psychology
21. Public Affairs and Services
22. Social Sciences
23. Theology
24. Interdisciplinary Studies

These main discipline divisions (or major "academic subdivisions of knowledge and training") are then further divided into "discipline specialties." The Discipline Division of Biological Sciences consists of such "specialties" as Botany," "Bacteriology," "Zoology," and "Anatomy,"; while "English Literature," "Classics" and Philosophy" are among the discipline specialties in the Discipline Division Letters.

It has been necessary to adapt and modify this classification scheme in a number of particulars -- a practice that the "taxonomy" is designed to accommodate. With adaptations and modification, all currently authorized degree program activity at each of the 16 constituent institutions has been classified in accordance with this HEGIS system. For the 16 institutions, therefore, there is consistency in program definitions across the discipline specialties and discipline divisions, and in the specification of all existing degree programs within these classifications.

3. Degree Programs and Program Tracks

Within this classification system, these definitions are provided for instructional program planning: A degree program is a program of study with a concentration (or "major") in some specified discipline specialty that leads to a degree (or, where appropriate, to certification) in that discipline specialty or in some designated subdivision of the specialty at a particular level of instruction. A degree track is an optional course of study within a degree program leading to a degree (or certification) in the same discipline specialty at the same level of instruction but differing in its course requirements within that specialty and/or in some related discipline specialty. The bachelor's degree in general chemistry, for example, is a degree program. The bachelor of arts in chemistry and the bachelor of science in chemistry, both requiring a concentration or major in chemistry but each differing in specific requirements for graduation, are regarded as tracks within that program.

B. Degree Program Development Requiring Action Beyond the Campus Level

The Chancellors of the constituent institutions shall communicate to the President of The University their requests with respect to instructional program development for the following:

1. Any change in the name or degree title of an existing program or program track or any deletion of a program or program track. (See C. 1, hereinafter.)

2. The establishment of a new program track. (See C. 2, hereinafter.)

3. Authorization to plan a new instructional program. (Any modification of an existing program that would change that program or program track to the extent that its Discipline Specialty classification would no longer apply would constitute a new program. This would include any change in a program track included in a program of more general nature that would allow student specialization sufficient to warrant redesignation of that program track as an instructional program.) (See C. 3, hereinafter.)

4. Establishment of an instructional program previously authorized for planning. (See C. 4, hereinafter.)

C. Nature of Submission and Evaluative Procedure for Program Change and Development

1. Each request for change in the name or degree title of an existing program or program track will be made by letter from the Chancellor of a constituent institution to the President, explaining the reason for the request. The President, acting on his own authority, will respond to these requests.

2. Each request for the establishment of a new program track requiring no additional resources will be made by letter from the Chancellor of the constituent institution to the President, presenting (a) evidence of educational need, (b) the relationship of the track to the program in which it would be included, (c) the probable effect on enrollment levels of the program in which it would be included, (d) the expected racial impact, and (e) current manpower projections in the case of tracks within professional programs. The President, acting on his own authority, will respond to these requests after seeking such advice from the undergraduate or graduate council as he may deem advisable.

In rare instances where a new program track would require additional resources, the procedures for a new program will be followed, beginning with a request for authorization to plan. (See C. 3.)

3. Requests for authorization to plan new programs require amendment to the Plan and normally will be submitted to the President each year as a part of each institution's proposed revisions in the Academic Program Plan, consistent with the guidelines and instructions furnished to each Chanceller during the previous fall. The President shall submit such of these requests as he sees fit to recommend favorably to the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The Committee will make its recommendations to the Board of Governors so that the Board of Governors may act prior to its actions in developing budget recommendations to the Governor, the Advisory Budget Commission, and the General Assembly, and/or establishing institutional budgets.

In some instances, it may be necessary or desirable to authorize planning of new degree programs at a time other than that specified in Chapter Six. In such cases and where no new resources are required, authority to act on institutional requests is delegated to the Committee on Educational Planning, Policies, and Programs, acting on recommendation of the President. The Committee shall regularly report to the Board planning authorizations that have been given. Authorization to establish a new program shall continue to require action by the Board of Governors.

Institutions may submit proposals in accordance with the provisions of C. 4, below, for the establishment of programs authorized for planning.

The authorization to plan a new program does not in any way constitute a commitment on the part of the Board to approve the program at such time as the planning work is completed and the program approval request is submitted. Planning authorization signifies that the Committee finds merit in the general proposition and that the suggested program is consistent with the assigned mission of the institution. Such authorization constitutes an invitation to the institution to document and justify the proposed program.

4. Proposals for the establishment of new programs authorized in the latest edition of the plan will be transmitted by letter from the Chancellors to the President, following a prescribed format. Program proposals will be chiefly concerned with the capability of the proposing institution to establish and maintain the proposed program, since the questions of need and consistency with planning and institutional definition of function will have been addressed before planning authorization is given. (The format for program proposals is attached.)

The President will seek the advice of the University Graduate Council on proposed graduate programs. The University Graduate Council will advise the President on the academic merits and integrity of each graduate program presented. The President will also arrange for site visits, the assistance of consultants, or other procedures which may be appropriate in the evaluation of proposed programs. Programs will then be submitted to the Committee on Educational Planning, Policies, and Programs, which will make recommendations to the Board for final action.

The President will present his recommendations for the establishment of programs to the Educational Planning, Policies, and Programs Committee. The Educational Planning, Policies, and Programs Committee will make its recommendations for programs requiring no new resources to the Board of Governors. In the case of a program requiring new resources, the Educational Planning, Policies, and Programs Committee, acting jointly with the Board's Committee on Budget and Finance, will make recommendation to the Board. The President will communicate the decisions of the Board to the Chancellors in the event of favorable action, an approximate time for the establishment of the program and any information on allocation of funds or other budgetary arrangements contemplated by the Board will be furnished.

July 1, 1976

William Friday
President

Appendix A-6-1 Cont'd.

Date: ______________________

Proposal to Establish a Program at the ____________________________ Level

at: ____
Constituent Institution of The University of North Carolina

HEGIS Discipline Specialty Number:

HEGIS Discipline Specialty Title:

With Program Tracks and Degrees to be Awarded for Each as Follows:

Catalog Description of Proposed Program and Included Program Tracks:

Proposed Date of Initiation:

EXHIBIT "A"

Appendix A-6-1 Cont'd.

I. Description of the Program

A. Title of the proposed program (repeated from cover sheet).

B. Educational objectives of the program (as they relate to the purpose for which graduates are prepared).

C. How does the program relate to other programs currently offered in terms of the common use of (1) courses, (2) faculty, (3) facilities, and (4) other?

D. Similar programs offered elsewhere in North Carolina. Where and how near to the proposing instituion.

E. Date of proposed beginning.

II. Justification of the Program

A. Narrative statement as to objectives of the program
1. As they relate to the institutional Definition of Function.
2. As they relate to overall State plans.
3. Student demand and manpower needs. (for graduate, first professional and baccalaureate professional programs)
4. Description of how the proposed program strengthens the existing undergraduate and graduate academic programs of the institution.

B. Statistical support
1. Projected enrollment for 5 years, with basis for projection, including majors and minors (if any) in separate columns.
2. Description of the likely sources of students who will enroll in the program and projected net enrollment gain.

III. Program Requirements and Curriculum

A. Admission
1. Admissions requirements for proposed program.
2. Documents to be submitted for admission (listing or sample).

B. Degree requirements
1. Total hours required.
2. Proportion of courses open only to graduate students to be required in program (graduate programs only).
3. Grades required.
4. Amount of credit accepted for transfer.
5. Other requirements: residence, comprehensive exams, thesis, dissertation, clinical and field experience, etc.
6. Language and/or research tool requirements.
7. Time limits for completion (graduate programs only).

C. Existing courses listed by title and number. Include explanation of numbering system and a description of new courses proposed.

IV. Faculty

A. Number of persons now on faculty who will be most directly involved. (Include resumes in attachment. A resume prepared for another purpose may be attached if it provides complete information on the faculty member's education, publications, teaching experience, research experience, and experience in the direction of student research, with the number of theses and dissertations directed, in addition to biographical information.)

B. Projected need for new faculty for proposed program for next 5 years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, an explanation of how this will be done is required.

C. If acquisition of new faculty requires an additional outlay of funds, please explain.

D. Please explain how the program will affect faculty activity, including course load.

V. Library

A. Statement as to adequacy of present library holdings to begin the proposed program.

B. Statement as to how the library should be improved to meet program requirements for the next 5 years. Explanation should cover need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting proposed program?

C. Discuss contemplated use of other institutional libraries.

VI. Facilities and Equipment

A. Description of facilities available for proposed program, along with description of present utilization (classrooms, laboratories, clinical space, etc.).

B. Existing facilities to be used for new program and effect of this new use on existing programs.

C. Computer services needed and available.

D. Anticipated sources for needed new facilities and equipment.

VII. Administration

Description of how program will be administered giving responsibilities of department, division, school, or college. Explanation of any inter-departmental or inter-unit administration.

Appendix A-6-1 Cont'd.

VIII. Accreditation

The name of any and all accrediting agencies normally concerned with programs similar to the one proposed.

IX. Supporting Fields

Are other subject-matter fields at proposing institution necessary or valuable in support of the proposed program? Needed improvement or expansion of these fields and the extent of such improvement or expansion for the purpose of the proposed program.

X. Additional Information

A. Names of institutions with similar programs regarded as quality programs by the developers of the proposed program.

B. The racial impact of the program in terms of increasing or decreasing the percentage of students and faculty who, in the proposing institution, constitute a minority.

C. Any consultant reports, committee findings, simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

D. Any additional information deemed pertinent to the evaluation.

XI. Budget

Beginning a new page, prepare a proposed two-year budget in line item detail identifying account number and name for all amounts distributed. Identify EPA or SPA positions immediately below the account listing. SPA positions should be requested at the first step in the salary range using the SPA classification rates currently in effect. Identify any large or specialized equipment included in the proposed budget.